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A survey of articulation and transfer issues in Mississippi's community college art programs

Deitra R. Davis

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A SURVEY OF ARTICULATION AND TRANSFER ISSUES IN MISSISSIPPI'S
COMMUNITY COLLEGE ART PROGRAMS

By

Deitra R. Davis

A Dissertation
Submitted to the Faculty of
Mississippi State University
for the Degree of Doctor of Philosophy
in Community College Leadership
in the Department of Leadership and Foundations

Mississippi State, Mississippi

May 2009

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2009

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COMMUNITY COLLEGE ART PROGRAMS

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Pages in Study: 121

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The purpose of this study was to determine the perceptions and attitudes of community college art faculty toward articulation and transfer in the community college art programs. Since there has been little research on articulation and transfer in the arts at the community college level there was a need for this study. Specifically, this study was concerned with the following variables: gender, age, years of experience, transfer and better articulation agreements as they relate to the perceptions and attitudes of community college art faculty members towards articulation and transfer in art programs.

A survey research design was used for this study. The survey was the methodological framework that was employed in this investigation to collect the data. The participants consisted of 17 art faculty members from all of the community colleges in the state of Mississippi. The procedure to gather data for this study was a two-part survey, entitled "Art Faculty Survey". The instrument in this study was validated by a group of four-year art instructors and university research professors.

The data was collected and analyzed through the application of Frequency Distribution and Percentages, Independent t -test, and Spearman Rank Correlation using an alpha level of .05. The results of the study indicated that the gender of community college art faculty members did not produce a significant difference on their perceptions and attitudes regarding articulation and transfer in art programs. The perceptions and attitudes of community college art faculty members regarding articulation and transfer in art programs were not significantly affected by their age.

In addition, the years of experience of the community college art faculty members did not produce a significant difference on their perceptions and attitudes regarding articulation and transfer in the art programs. However, community college art faculty members regarding a need for better articulation agreements did produced high frequency results (77 %) that indicated there is a need for better articulation agreements. Additionally, the majority of community college art faculty members (82%) strongly agreed that transfer is the primary mission of the community college.

DEDICATION

This doctoral dissertation is dedicated to the loving memory of my father Henry L. Davis and my uncle Matthew Winding. There were times when I thought I would not complete my dissertation, but the memory of my father and uncle keep me focused on my studies. Although it is very hard to except the fact that my father will not be present when his “little girl” walks across that stage, I know deep in my heart he will be watching from the heavens above.

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CHAPTER I

INTRODUCTION

This nation's American community college is recognized for its dedication to widening educational access for everyone. The community college was created using the components from the public high school, the private junior college, and four-year colleges, and established its own uniqueness (Vaughan, 2000). The development of two-year colleges should be placed in the framework of the increase of all higher education in the twentieth century. As secondary school enrollments expanded swiftly in the 1900s, the requests for admission to four-year schools increased rapidly (Cohen & Brawer, 2003).

A reason for this expansion was that several well-known 19th- and-early 20th-century educators wanted four-year institutions to cease their freshman and sophomore courses and to demote the function of teaching adolescents to a new set of institutions, to be called junior colleges (Cohen & Brawer, 2003). According to a study by Eells (1931), a junior college included the college branch campuses granting lower-level classes either on the main campus on or in separate facilities. Another reason for development was the impression that business people supported the four-year colleges so that they would have a large amount of qualified employees trained at public cost. The roles of the community college included community service, academic transfer preparation, developmental education, vocational-technical education, and continuing education (Cohen & Brawer,

2003). The community college curricular transfer mission is exceptional in that it mainly prepares students to transfer to four-year institutions by offering the first two years of a four-year degree (Townsend & Wilson, 2006).

Transfer programs can be offered as means for students to finish the first two years of college. In the transfer programs, students enroll in classes similar to those classes they would take at a four-year college in a bachelor's degree program. Many of the classes are in the humanities, sciences, social sciences, and mathematics. The most valuable transfer programs are designed to permit transfer of credits simultaneously for program-level classes and basic degree requirements (Vaughan, 2000).

The main problem investigated in this study was to examine the status of articulation and transfer issues between Mississippi's community college art programs as determined by the perceptions and attitudes of art faculty members in the community college setting.

Articulation refers to the flow of student's academic courses from one institution to another. The agreement covers students transitioning from high school to college; from two-year institutions to the four-year institutions and vice versa (Cohen & Brawer, 2003). Articulation agreements have been incorporated in American education for over 100 years (Mosholder & Zirkle, 2007). Articulation can also involve community college students seeking an associate's degree and transferring to a four-year institution to complete a four-year degree. Articulation agreements identify the types of credits that transfer and the conditions under which they transfer takes place.

Mississippi's articulation agreement contains 158 programs of classes suitable for transfer for community/junior college students who attends one of Mississippi's eight

public universities. The transfer program lists all courses accepted by each college for transfer without loss of credit toward the completion of the four-year degree. The articulation agreement is planned to be a minimum transfer for all students transitioning from the community college/junior college to the four-year system, as well as matriculating between universities in the system, serving as a safe haven for transfer students (Articulation Agreement, 2000).

Kinzter (as cited in Rifkin, 1996) stated that the 1920s, the transfer function was a process limited mainly to the vertical transfer of high school graduates to junior colleges to four-year colleges. The early junior colleges were viewed from an institutional organizational perspective as a continuation of secondary schools – part collegiate, part vocational – and terminal. Kinzter also noted that the early decades also saw the organization of national commissions, private organizations, and accrediting associations, bringing further concentration to articulation and transfer.

Some of the earlier two-year colleges offered several classes that were transfer courses in the liberal arts. Koos (1924) examined the program in 58 private and public institutions during 1921 and 1922 and discovered that liberal arts equaled three-fourths of the listings which continued through the 1960s. Thornton (1966) wrote that transfer “is still the function on which the junior colleges expend most effort and in which most of their students express interest” (p.234).

This current study was centered on the arts in two-year colleges. Art education is known as a discipline with a peculiar issue. There has been a large number and convincing supporters for art education, since the early 19th century, to be included in school curricula (Siegesmund, 1998). In 1870 the legislature of the Commonwealth of

Massachusetts passed a law demanding that drawing be one of the classes taught in public schools. The law also demanded the establishment of drawing classes for adults in all towns and cities with a population totaling more than a thousand (Kern, 1985).

Also, the law included the instruction of art – in the form of drawing – and found its establishment in the public schools of the United States. In 1900, the state of Vermont suggested the methodical study of drawing in the primary and grammar school. The instruction of drawing and the instruction of art, the two segments of art education were implemented in earlier decades of the century into the 1920s (Kern, 1985). The instruction of drawing is focused primarily in Southern states: Tennessee, Louisiana, Mississippi, Ohio, and West Virginia; while the teachings of the arts tend to center in northern and western states. For Mississippi, the value of drawing as a course in the school curriculum was in drawing's contribution to the increase of artisans (Kern, 1985).

Between 1930 and 1939, the two major subjects in art education were art appreciation and art expression. During the years of 1940 and 1949, art for creativity was heavily supported. The 1950s focused on the creative development of children through art in the elementary school and on a more complex comprehension of art in the secondary school, while the 1960s focused on the visual perception, art history, and aesthetic development (Kern, 1985).

The 1970s presented visual perception, producing art, and art history and art criticism as major themes in the art programs. During this era three other emphasis were introduced: the study of art, the practice of art criticism, and the development of visual perception. These themes also became major subjects in the art curriculum (Kern, 1985).

Arts curriculum in four-year colleges was introduced in the late 1800's. By 1968, art departments became an established division of higher education, and two-year colleges employed a program that included the arts. Art programs emerged mainly in the 20th century (Cohen, 1987). The visual arts, in the 1900s were well established into the system of higher education, and were almost always integrated in the two-year college curriculum. The Ford Foundation conducted a study on art education at the community college and revealed that 80 % of American two-year colleges offered some form of studio art (Cohen, 1987).

This foundation also revealed in a study that two-year colleges provide art programs for several reasons: to provide general education requirements, to prepare students for employment in the arts, to prepare art-majors for transfer to a four-year institution, and to fulfill the role of community services (Cohen, Lombardi, & Brawer, 1987). Typically, art education has been offered in nearly all two-year colleges since they were established in early and mid-century (Cohen, 1987).

Thornton (as cited in Cohen, 1987) found the same thing to be true in his study that examined the programs of 40 colleges in the 1960s. He discovered that 38 of the colleges examined offer drawing, design, coloring, and similar basic subjects. Many of them listed between 10 and 30 uncommon courses. Additionally, (as cited in Cohen, 1987), in 1969 Reynolds examined the curriculum descriptors of the two-year colleges named in the 1967 national directory and revealed various art departments in less than three of eight colleges.

Statement of the Problem

This study was guided by the following problem statement, is there a difference in perceptions regarding articulation and transfer issues in the arts among art faculty. Specifically, the researcher was concerned with the influence of the variables; gender, age, years of experience, transfer and a need for better articulation agreements as they relate to the perceptions and attitudes of community college art faculty members towards articulation and transfer in art programs.

Previous literature has revealed the following issues with transfer and articulation in the community college setting: (1) repetition of course work, (2) clarity of transfer procedures for students to follow, (3) lack of communication between two-year and four-year institutions, (4) status quo among two-year and four-year faculty, and (4) financial burdens with transfer.

The most enduring issue in two-year colleges is the extent to which their courses are accepted by four-year colleges. Inter-institutional standing committees, articulation agreements, and policy reports that dated from the beginning years of two-year colleges to the most current all issues demonstrate the importance of transferability (Cohen & Brawer, 2003).

The community college experiences identical issues as its four-year counterparts, for example, the question of whether or not the arts should be part a graduation requirement (Cohen, 1987). Less than ten percent of the transfer students obtain an associate degree, therefore enforcing an arts class requirement would be more a sign of institutional pledge than a contributor to enrollment in the arts classes. There is limited

information about the university and four-year college responsibility in teaching the arts, and even less is known about the role played by two-year colleges (Cohen, 1987).

Those writing about the history of the arts in higher education vaguely mentioned two-year colleges. Camp in 1971 (as cited in Cohen, et al. 1987) discovered after surveying the Illinois community colleges, that 25 % of the four-year colleges, fine arts disciplines were not recognized by name in institutional departmental structures. Practically, all of the literature involving the fine arts and the transfer function centered on music. Jansen (1971) reviewed the visual arts program at 102 two-year institutions and, concluded that the main focus of most arts classes is academic transfer, and that the arts do usually serve community and career education functions.

Statement of Purpose

The purpose of this study was to investigate the status of articulation and transfer issues between Mississippi's community college art programs as determined by the perceptions and attitudes of art faculty members in the community college setting. Specifically, the researcher was concerned with the influence of the variables; gender, age, years of experience, transfer and a need for better articulation agreements as they relate to the perceptions and attitudes of community college art faculty members toward articulation and transfer in art programs. This information is needed for constructing clearer articulation agreements between two-year and four-year colleges.

Research Questions

This study focused on Mississippi Community College Art Faculty's perceptions and attitudes toward articulation and transfer in the art programs. The study answered the following research questions:

1. Do community college art faculty members believe that there is a better need for articulation agreements between two-year and four-year institutions?
2. Do community college art faculty members believe that transfer is the primary mission of the community?
3. Does gender influence the perception and attitudes of community college art faculty members regarding articulation and transfer in the art programs?
4. Does age influence the perception and attitudes of community college art faculty members regarding articulation and transfer in the art programs?
5. Do years of experience influence the perception and attitudes of community college art faculty members regarding articulation and transfer in the art programs?

Justification of the Study

The main purpose of this study was to assess the status of articulation activities that exist between two-year and four-year art programs in the state of Mississippi as measured by the perceptions and attitudes of art faculty members at two-year colleges. Perceptions of community college art faculty regarding articulation and transfer might enhance the articulation and transfer process of community college art students. This study strives to be fundamental, since there is limited research in the arts at the community college level.

Such information would be considered vital in keeping art faculty members better informed of articulation and transfer activities and ensure smoother transfer patterns between two-year and four-year institutions. Art education in two-year colleges of America is similar to art education in the comprehensive four-year institutions, that is, essential and lifelong (Cohen, 1987).

Limitations of the Study

This present study was only concerned with the perceptions and attitudes of art faculty members at Mississippi's fifteen community colleges. Also, this study was only concerned with transfer issues in art, and not centered on any transfer problems with any other discipline. Another limitation relates to the use of the instrument. One of the Likert scale items, the third choice, is *Undecided*. This allowed the respondents an option to opt out of the question without giving a positive or negative response. The generalizations drawn from the findings in this study were limited to the Mississippi's community college art faculty members that participated.

Definition of Terms

Academic rank -- refers to the current title or position that the art instructor holds or possesses at the time of the study.

Art -- the attempt to imitate nature and produce beauty through the elements of design (line, shape, color, form, space, and texture).

Art Education -- is the part of learning that is centered upon the visual, tangible arts – painting, drawing, design and sculpture (wikipedia, n.d.).

Articulation -- refers to the movement of students – or, more precisely, the students' academic credits – from one point to another (Cohen, 2003).

Associate degree -- degree or certificate awarded by a two-year institution normally in the following areas: Associate of Arts Degree, Associate of Applied Science.

Baccalaureate degree -- degree awarded by a four-year college or four-year institution.

Community college -- is defined as any institution accredited toward the associate's degree as its highest degree (Cohen, 2001).

Liberal arts -- includes education established on the humanities, social science, and science, the basic studies for many college students (Cohen & Brawer, 2003).

Transfer -- the flow of students and of their academic courses from one institution to another.

Student Flow -- refers to providing education at the community college level for students who are matriculating through the American educational system, which begins from kindergarten through graduate school (Cohen & Brawer, 2003).

CHAPTER II

REVIEW OF LITERATURE

This chapter reveals a review of literature that is specifically centered on articulation and transfer agreements between two-year and four colleges. The literature review is categorized into the following topical subjects: (a) emergence of community/junior colleges, (b) history of Mississippi community/junior colleges, (c) historical overview of articulation and transfer, (d) Mississippi's articulation agreement, (e) An overview of the arts in the community college, (f) transfer and articulation of the arts in Mississippi, (g) barriers of articulation and transfer, (h) benefits of articulation and transfer, (i) socioeconomic status of two-year art faculty, (j) perception of two-year college faculty, (k) faculty preparation and (l) recommendations for articulation and transfer.

Emergence of Community/Junior Colleges

Emergence of the community college developed in the early twentieth century (Cohen & Brawer, 2003). Two-year institutions were started by a group of administrators and presidents: William Watts Folwell, President of the University of Minnesota, Henry Philips Tappan, President of the University of Michigan, William Ranney Harper, President of the University of Chicago, Alexis F. Lange, Dean of Education at the University of California Berkeley, and David Starr Jordan, President of Stanford.

Independently these individuals worked toward establishing the two-year colleges as separate colleges from four-year universities and colleges (Krol, 1991).

In 1851, Henry Tappan suggested that the junior college should ease the university of the liability of granting general education for young people. Bogue (1950) noted that a junior college in 1922 was defined at a second annual meeting of American Associate of Junior College, as “an institution offering two-years instruction of strictly collegiate grade” (p. xvii.). Cowley (1995) noted that due to William Rainey Harper inventing the name “junior college,” writers of the establishment of the junior college movement often referred to him as the father of the junior college.

The president of the University of Chicago, William Rainey Harper, presented the idea of upper and lower divisions of the four-year college, in which instructors were not very concerned with students in their first two years of education. The four-year colleges were more focused in graduate studies and specialized academic. The first associate’s degree (A.A.) was granted by The University of Chicago (Quigley & Bailey, 2003).

By 1930, there were 440 junior colleges, founded in all but five states. The name junior college during the 1950s and 1960s often referred to lower-division levels of private colleges and to two-year colleges sponsored by independent groups or churches. While the term community college was slowly coined by comprehensive publicly supported establishments, community college was eventually referred to both types (Cohen & Brawer, 2003).

By 1956, America had developed 467 two-year colleges with an enrollment of about 869 students. The baby boomers reached college age during the 1960s, and between 1960 and 1970, 456 new four-year institutions opened throughout the U.S.

Nearly all the two-year college institutions in the 1980s had been divided from secondary schools (Krol, 1991). In 1999, 1075 public two-year institutions were in operation (Cohen & Brawer, 2003).

Today there are close to 1,100 community colleges, technical colleges, two-year branch colleges, tribal colleges, and independent colleges in America and approximately 970 are public institutions (Vaughn, 2000). Many curricular functions in community colleges comprise: academic transfer preparation, continuing education, development education, vocational-technical education, and community services (Cohen & Brawer, 2003). There is no uncertainty that the community college is one the most vital forces in modern-day higher education, in spite of its issues and regardless of the problems facing it in the future (Cain, 1999).

History of Mississippi Public Junior Colleges

The establishment to two-year colleges began in Mississippi in the 1920s, and was the country's first statewide community college system (The Mississippi Public Community and Junior College Story: 1972-2002, 2007). In 1922, with passage of the first permissive legislation, Mississippi public junior college story emerged. Dr. Julius Christian Zeller, Senator from Yazoo County of the Nineteenth Senatorial District, introduced the first law, Senate Bill No. 251, which was a new junior college law that established junior college districts as individual and separate juristic entities and bodies. Two of the Mississippi's fifty odd agricultural high schools, Pearl River County Agricultural High School in Poplarville and Hinds County Agricultural High School in

Raymond, benefited from Senate Bill 251 and widen their program to “include the studies of the freshman year of college study (Young & Ewing, 1978)

During the period 1925-1929 nine other schools extended their curriculum to include collegiate work: Holmes County Agricultural High School, Harrison-Stone Agricultural High School, Sunflower County Agricultural High School, Kemper County Agricultural High School, Jones County Agricultural High School, Tate County Agricultural High School, Copiah-Lincoln, and Pike County (Young & Ewing, 1978). These institutions consequently comprised the junior college curriculum of the early years, and were often referred to as the “original” junior colleges. Senator Zeller, during the regular session of the legislature in 1928, presented Senate Bill No. 131 which developed a commission to control this new group of evolving institutions known as the Commission of Junior Colleges (Young & Ewing, 1978).

Many individuals and official groups, including legislators, participated in the development of public junior colleges in Mississippi. Students, with a strong interest in education, were found to be most vital in the establishment of public junior colleges. Dr. W. H. Sumrall, former Dean of the Graduate School, University of Southern Mississippi, noted that there was no substantial difference between the grades made during the junior and senior years by students who had been enrolled in the four-year institutions for their freshman and sophomore years and those transferring from the junior colleges. The junior college faculty is credited with a number of successes of transfer students (Young & Ewing, 1978).

The beginning years cumulated with a state system of public junior colleges well established. Eleven institutions had been firmly created with at least one in every

geographical area of the state, excluding Northeast Mississippi. Conditions were developed and methods well created to prevent any proliferation of junior colleges. Basically, no vocational classes were offered, but universities and colleges of the state and throughout the country were accepting transfer credit, regardless. Mississippi's Junior College Accrediting Commission accredited each of the eleven schools, and the Southern Association of Colleges and Secondary Schools accredited the oldest four. The four comprised of: Hinds Junior College, in 1928; Pearl River Junior College, in 1929; Harrison-Stone Jackson Junior College, and Sunflower Junior College in 1930 (Young & Ewing, 1978).

Forty-three students were registered in two junior colleges in 1922. In 1932, 2,761 were enrolled in the eleven schools. The end of the first decade found the eleven new institutions in the hardships of the Great Depression. Money was scarce, salaries were low, and there were no plans for capital improvements. Despite of this, enrollments were rising, general acceptance was created, and fostering a strong spirit of forward movement inspired the presidents, the faculties, the students and the entire junior college body (Young & Ewing, 1978).

During the time span of 1932 and 1933, the second decade of the Mississippi public junior college history began. Each year enrollment in all the junior colleges increased and reached a total of 4,074 students between 1939 and 1940 (Young & Ewing, 1978). In 1937, Meridian Municipal Junior College was the first new junior college to be added to the original eleven multicounty junior colleges. The presidents and boards of trustees of public junior colleges in Mississippi felt from the beginning that they were a part of a state system of junior colleges (Young & Ewing, 1978). Through a self-

established organization known in the beginning as the Mississippi Junior College Literary and Athletic Association, the presidents launched regular meetings together and through this association gave direction to the state program of junior colleges in Mississippi (Young & Ewing, 1978).

The presidents of the public junior colleges in Mississippi recognized the significance of the quality of the academic program. One determination of the quality of the academic program was through the studies of the accomplishments of the students transferring to four-year colleges, and the comparison of them with that of four-year students of the senior institution, using records of the junior and senior years of the junior college transfers and those of the junior and senior years of the four-year students (Young & Ewing, 1978).

Twelve junior colleges were in process during the decade of 1932 and 1942. Nine of the twelve were fully accredited by the regional association, at the end of the period. This achievement represented the purpose and philosophy of the junior college leaders to create and develop a collegiate academic curriculum meeting the standards of other junior colleges programs in the southern region and over the country, while also meeting the standards of the lower division collegiate work in the senior colleges and the universities (Young & Ewing, 1978).

In the third decade, Mississippi state legislature made its first appropriation designated for vocational-education in the junior colleges. During the fourth decade, 1952-62 of the twelve junior colleges in existence in 1942, ten were fully accredited by the Southern Association of Colleges and Schools by the end of third decade (Young & Ewing, 1978). During the fourth decade the remaining two were accredited, and two

additional were established in 1948 also received regional accreditation. Also, during this decade two junior colleges for African American were in operation, Coahoma Junior College and Utica Junior College (Young & Ewing).

According to Young & Ewing (1978), in the 1950s the guidance of the Mississippi public junior college was organized by the American Association of Junior Colleges and the Mississippi Junior Colleges. During this decade, J.M. Ewing of Copiah Lincoln Junior College served as the national president of the Association. All existing sixteen public junior colleges had become active member of the American Association of Junior Colleges. The Mississippi public junior college maintained an opened door policy for admission, which meant that any high school graduate would be given the privilege of enrolling (Young & Ewing, 1978).

Also during this period there was evidence of a growing need of African American Junior colleges. In 1960, an education committee for the state of Mississippi “the Junior College Advisory Group Seven” suggested that African American colleges should be created in the already operating junior college districts when sufficient high school graduates were available to provide enrollment for a junior college. During 1962-1972, a new law was passed House Bill No. 215: which was a new junior college law that established junior college districts as individual and separate juristic entities and bodies politic and corporate (Young & Ewing, 1978).

During the years between 1972 and 2002 the two-year colleges in Mississippi moved from educational hardships to complete participation in the state’s educational framework. The years saw an increased in student enrollment at Mississippi’s fifteen public community/junior colleges, program changed with technology, and advanced

economic development of businesses statewide was provided with thousands of skilled employees. During this time frame direction changed within the community college system. Dr. Clyde Muse emerged as community college president, guiding their institutions to new levels in services, buildings, and programs (The Mississippi Public Community and Junior College Story: 1972-2002, 2007).

Dr. Muse, Scaggs, Holmes, and Dr. Thames of Copiah-Lincoln Community College, and other leaders continued to head the system's beginning to separate and comprehensive two-year colleges. During this period, a council of college presidents evolved under the name Mississippi Association of Community and Junior Colleges (MACJC), collaborating with the State Board for Community and Junior Colleges (SBCJC) – in effect to provide a kind of cooperation and coordination of the system's increasing political might (The Mississippi Public Community and Junior College Story: 1972-2002, 2007).

There was an integration of conventionally African American institutions. For example, Harris Junior College and Utica Junior College merged with Meridian in 1970 and Hinds in 1982 (The Mississippi Public Community and Junior College Story: 1972-2002, 2007). In 1986, the two-year institutions joined to form the Community College Foundation, another means of coordinating their efforts. This initiative was led by George Wynne, a former member of the Hinds Community College Board of Trustees who became the foundations' executive director. The internet was the most dramatic technological development of the 1972-2002. In 2002, Wayne Stonecypher brought knowledge and experience to the SBCJC (The Mississippi Public Community and Junior College Story: 1972-2002, 2007).

Stonecypher wasted no time dealing with issues as the transfer of day-to-day operations of the postsecondary vocational-technical program. Dr. Cole, Itawamba Community College president currently reigns as Chair of Mississippi Association of Community/Junior College President's Association (The Mississippi Public Community and Junior College Story: 1972-2002, 2007).

Historical Overview of Articulation and Transfer

According to Kintzer (as cited in Rifkin, 1996), the story of articulation and transfer originated with great notables such as: William Rainey Harper, Charles McLane, Alexis Lange, and James Angell writing and speaking about junior colleges as an addition of the public school system. Mostly all scholars in the 1900s focused mainly on the development of the junior college. Kintzer also noted that a program was established in the 1907 by the University at California, Berkeley (UCB) to persuade secondary schools to offer college classes. After finishing the first two years at UCB junior certificates were granted. Students could finish up to forty-five units in high school, separating between secondary and college education.

Kintzer (as cited in Rifkin, 1996) stated that the transfer function, in the early years, was a moderate effort limited almost entirely to the vertical transfer of high school graduates to two-year colleges then to universities. The first junior colleges were seen from an organizational point of view as additions of high schools – part vocational, part-collegiate – and terminal. Kintzer added that the beginning saw the development of national commission, private organizations, and accrediting associations, pulling further focus to articulation and transfer.

In the 1950s and 1960s, instructional deans were mainly concerned in articulation due to the less favorable transfer tone of those times. For example, in California, two-year colleges forwarded each new class for transfer approval to the University of California and to four or five of the nearer institutions of the California State University and College (CSUC) system (Smith, 1982).

The Joint Committee, in 1959, demanded the University of California, Berkeley Center for the Study of Higher Education to create lessons on characteristics and transfer issues of junior college graduates. Two studies were carried out that centered on these areas and cumulated in two technical reports by Knoell and Medsker, published by the Center in 1963 and 1964. Early state plans lacked data pertaining to articulation and transfer. The main plan for Higher Education in California 1968-1975, recommended guidelines and procedures for transfer (Kintzer, as cited in Rifkin, 1996).

Kintzer (as cited in Rifkin, 1996) noted that the 1970s was a time of expansion for community college transfer and research. The increase in financial support, student population, and the rise in researchers were simultaneously at the same level. The literature of this decade provided an overview of the status of articulation and transfer in the community colleges for this era. Kintzer carried out a nationwide pilot study in 1970 on articulation; which was the first in a sequence of publications during this time frame dedicated to articulation and transfer. The objective of this topical paper was to present outlines of articulation and transfer policies and procedures in the 50 states. Articulation in the seventies was very different. The number of new classes created continued at more modest rate. There was a more liberal approval of new classes and curriculum and a basic overview of the mechanisms of articulation (Smith, 1982).

Kintzer, (as cited in Rifkin, 1996) in 1983, many reports of national significance and the second edition of Guidelines for Improving Articulation between Community/Junior and Senior Colleges created by the joint task force of six national associations were important contributions among a swift increasing number of published studies found in the literature of the 1980s. A report highlighted in the 1980, *Improving Articulation and Transfer Relationship*, a study Kintzer (as cited in Rifkin, 1996) noted that 1982 was during a period of economic constraint, increasing pressure from state government, and competition among major colleges to register even greater number of transfer. Smith (1982) noted that there would be little change in college-level roles in articulation in the 1980s and that such a change would probably be limited to different levels of activities within existing roles.

Conducting further research on the preceding report mentioned, The Articulation/Transfer Phenomenon: Patterns and Directions Kintzer and Wattenbarger, in 1985 acknowledged a typology of four states patterns of articulation and transfer agreements. To finish this decade, The Collegiate Function of Community Colleges in 1987 was a vital contribution to the literature that should be acknowledge. This text was an overall investigation of articulation and transfer primarily from a liberal arts education point of view Kintzer (as cited by Rifkin, 1996).

The final decade of the century began with a positive statement by the American Association of Community and Junior Colleges (AACJC) Board of Directors announcing that 1990 would be the year of the transfer. Two publications are mainly references reflecting the problems of the decade: Transfer, Articulation, and Collaboration: Twenty-

Five Years Later, by Knoell in 1990, and Bender's Spotlight on the Transfer Function: National Study of State Policies and Practices in 1990 Kintzer (as cited in Rifkin 1996).

The research directed by Knoell in 1990 Kintzer, (as cited in Rifkin, 1996) re-examined the 1961-64 Knoell Medsker study. The second centered on state instead institutional practices and on intuitional instead of student data. It was a major work in 1990 entitled, Spotlight on the Transfer Function by Bender, consisted of seven papers covering state-level policies, including a model of state level articulation information systems is described by Odum.

Articulation agreements are mainly created with the traditional, steady, straightforward high school to two-year college to four-year college paradigm in mind and have difficulty adjusting students' irregular class taking patterns. Classes recognized by transfer by one university may not be accepted by another, or classes accepted at one point may not be accepted later when program requirements alter (Rifkin, 2000). The tendency of many community colleges to develop a pattern of courses and events tailored particularly for their own students is reflected in the types of articulation agreements maintained within senior institutions in their area (Cohen & Brawer, 2003).

Mississippi's Articulation Agreement

The Mississippi Association of Colleges (MAC), which was established in 1921 as the Junior/Senior College Conference, held a yearly meeting that granted an opportunity for community and four-year colleges to develop better working relationships. A formal articulation agreement, with the MAC as a basis, was concluded in 1987, assuring students that two-years colleges courses credits would easily transfer to

four-year institutions (The Mississippi Public Community and Junior College Story: 1972-2002, 2007).

In 1987 the two-year college deans met with the chief academic officers of the eight universities in Mississippi to negotiate the possibility of creating a document that would provide a secure transition of coursework from one institution to the other. The agreement assured that specific coursework for the two-year institutions would always transfer to the four-year institutions into programs identified for those colleges (The Mississippi Public Community and Junior College Story: 1972-2002, 2007).

The community college deans worked with their four-year college counterparts and created an agreement with 166 programs, which became the first written articulation agreement with all community colleges and four-year colleges in Mississippi (The Mississippi Public Community and Junior College Story: 1972-2002, 2007).

Mississippi's Articulation Agreement contains programs of classes designed for transfer for community/junior college students who attend Mississippi's eight public universities. Each university/college will accept classes as listed on the specific transfer program without loss of credit toward the completion of a four-year degree. Located at the bottom of each program are listed the colleges which grant the four-year degree (see table 1). It is planned that this articulation agreement be a minimum program transfer for all students transferring from two-year colleges to four-year colleges, as well as transitioning between colleges in the system, acting as a safe haven for transfer students (Articulation Agreement, 2005).

It is important that the programs of study be evaluated regularly and corrections made where needed. It is recognized that accreditation agencies expect universities and

colleges to assess class offerings. It is understood that a community/junior college and four-year college are expected to fulfill accreditation requirements and that collaboration will be successful in resolving through any corrections (Articulation Agreement, 2005).

Table 1
Community College Arts Major Program of Study (ARTS/FINE ARTS)

Course	Course Code	Semester Hours
English Composition	ENG 1113, 1123	6
Speech	SPT 1113	3
Literature		6
History	HIS 1113, 1123; or HIS 1163, 1173	6
Social Sciences/Behavioral Sciences		6
Laboratory Science		8

Table 1 Cont'd

Course	Course Code	Semester Hours
College Algebra	MAT 1313	3
Art History Survey	ART 2713, 2723	6
Studio-Drawing	ART 1313, 1323	6
Design Art	ART 1433, 1443	6
3D Design	ART 1453	3
Elective		3
Total		62

Note. Degree offered by: DSU, JSU, MSU, MUW, MVSU, UM, USM

CIP: 50.0101

From [Mississippi's Articulation Agreement] ("Articulation Agreement between Mississippi Board of Trustees of State Institutions of Higher Learning and the Mississippi State Board for Community and Junior Colleges (p.22, 2005").

An Overview of Arts in the Community College

The community college has limited literature on the position of instruction in the arts. Literature written about the history of the arts in higher education is hardly discussed at the community college level. A small percentage of the information centered on the inadequate exposure of the fine arts within the four-year colleges organizational structures (Cohen, et al., 1987).

The arts were not included in the beginnings of formal education in the eighteenth century America mainly due to most of the disciplines currently taught were basically part of daily living during that time (i.e. inscription and knitting). Fine artists in painting

and drawing usually trained with a master artist. Visual arts became part of the collegiate program, as America became more cultured and affluent. Literature noted that the art programs evolved mainly in the twentieth century (Wilcox-Conley, 1989).

In the first half of the twentieth century, the arts found their way into higher education. Whether the arts should be taught in institutions of higher learning were no longer the main issues, but the concern was primarily regarding the sort of instructors, the administrative organization, and the nature of subject matter (Pepper, 1946).

Wilcox-Conley study in 1969 (as cited Cohen, et al.,1987) in Arts program continued to expand, so by the mid-1900's, when two-year colleges began to increase, the visual arts were will integrated into the system of higher education, and were usually included in the community college program. According to Wilcox-Conley (1989) curriculums first offered by the two-year colleges were designed after their counterparts at the four-year colleges who had had a focus on the academic and historical establishment of the visual arts. As they continued to develop more, the focus of studio art classes replaced art appreciation classes as the center of the visual arts program.

The outcome of a survey conducted by Goldwater (as cited in Ziegfeld, 1953) showed large increases in the number of classes offered by four-year colleges during the period from 1900 to 1940. The survey included fifty colleges located throughout the nation; eleven of them were men's colleges, ten were women's colleges, and twenty-nine were coeducational.

Goldwater revealed that in 1900 only thirty of the forty-eight colleges that were established offered any classes in art history, and of those only eight offered general introductory classes. By 1940 similar beginning classes were given by forty-one out of

fifty colleges in the study. Additionally, in 1940 all of the colleges in the study gave some courses in art history, the total number of courses offered totaling 795; and in thirty-nine of the colleges it was possible for students to take a major in art history (Goldwater, as cited in Ziegfeld, 1953).

Basic art education has been offered in nearly all community colleges since they were founded in early and mid-century (Cohen, 1987). In Eells study in 1931 (as cited in Cohen, et al., 1987) he examined the program of a nation-wide sample of 279 junior colleges, and highlighted that 45 percent included classes in art, including both studio art and art appreciation, and 57 percent included music classes, including history, voice, harmony, and instrumental performance. In 1937 Colvert (as cited in Cohen, 1987) carried out a similar analysis and discovered that 49 percent offered courses in art, and 62 percent classes in music.

In a study in 1972 (as cited in Cohen, 1987) Thornton evaluated the program of 40 four-year institutions in the 1960s and discovered 38 of them provided drawing, design, color and similar general subjects. Several of them provided between 10 and 30 separate classes. Jansen in 1971 (as cited in Cohen, 1987) reviewed 102 four-year colleges and discovered 96 of the colleges provided basic art courses, basically in design or drawing. In 1969, Reynolds (as cited by Cohen, 1987) studied the course catalogs of the two-year colleges listed in the 1967 national directory and discovered different art departments in less than three of eight colleges.

Enrollments in the arts were higher than music enrollments in three-fourths of the college; however program support was slow due to the limited number of art majors and of extracurricular resources. Commercial art was offered in one in eight institutions.

Jansen concluded that general education requirements totaled the majority of the art enrollments in the institutions he reviewed even though lower-level classes granted credit toward majoring in art were discovered in half of the institutions (Cohen, 1987).

The main objective of a study carried out by Choate and Keim (1997) was to review Illinois community content of art appreciation classes. Surveys were mailed to collect information from 52 colleges head art appreciation instructors. The study revealed that several different art classes were taught in the Illinois community colleges. Twenty six of the participants indicated that their colleges offered art history as well art appreciation. In several art appreciation classes, the most credit awarded was three semester hours.

Community colleges and their association with the arts is similar to their four-year counterparts, due to the fact that community colleges are included as part of the formal educational system that stretches from grade-school to doctorate. These open-admission policy colleges, found in every state, offered freshman and sophomore classes for students intending to transfer to four-year colleges and universities, a variety of classes for students attending for their own personal hobby, and occupational education for those seeking employment skills (Cohen, 1987).

These colleges offer classes in theatre, art, music, and dance to professional artists, amateur participants, hobbyists, and college art majors. In rural areas, the two-year colleges that are often the arts centers for public, recitals, their art exhibits, concerts, and performances may represent nearly all of the opportunity for the public to experience or participate in the arts (Cohen, 1987).

Art serves a variety of purposes at the community college: preparing students for jobs in art-related fields, preparing prospective art majors for transfer to four-year institutions, fulfilling the community college services mission, and fulfilling the general education of all students (Cohen, 1987). In 1979, (as cited in Cohen, et al.,1987) Buckner surveyed administrators liable for fine arts programs at 40 urban community colleges, seeking for data indicative of the extent to which the arts are employed in those position . Thirty responded, listing, along with other findings, the following information:

- 21 of the 30 colleges granted a two-year degree in the arts;
- 6 of the colleges had established certificates programs;
- 19 of the colleges revealed that their arts program was tailored mainly for students who wanted to continue their study of the arts at baccalaureate-granting institutions. But only seven colleges reported that 50 percent or more of their arts students transfer to four-year colleges;
- Half of the colleges revealed that all credit granted in their arts classes was transferable to local state institutions, while the other half revealed; that most, but not all classes, were transferable;
- 12 colleges revealed that they had joined forces with local community agencies in developing credit or noncredit courses;
- 14 colleges revealed that they offered work-related arts programs, including commercial art and art related business education.

Cohen et al. found that Buckner's survey did not reveal an overall representative scope of fine arts programming, it was an attempt to investigate the extent to which the

arts disciplines contributed to the community service, occupational, and transfer missions of the community college.

William (1997) surveyed the country's independent four-year colleges Chief Executive Officers (CEOs) of art and design, requesting them to explain what they believe was vital in preparing art students. It was found that most staff members and CEOs felt that the most critical harm to the education of designers and artists are poor perceptions about art and design and lack of knowledge. However, the most shocking result of the survey was that participants felt strongly that the most important curricular need for future art students in secondary education is very in depth program. Also, the participants believed that high schools need additional design classes.

William (1997) noted that some participants felt that there was need for more knowledge of color and the use of color, before entering art schools. There was a constant criticism about how often high school students are allowed to use photographs to draw from rather than from life. William (1997) additionally noted that there was no need to use technology in the arts, and there was no reference of the national standards in art education. The CEOs had mixed reviews on high school teachers: most were competent, some were satisfactory, and a few were inadequate.

Curtis (1999) conducted a study on curriculum evaluation of Virginia's Community College System two-year communication design program which caused the art program committee to investigate four key concerns and make tough decisions concerning best way to serve its current student body. This study evaluated job preparation vs. offering a strong foundation, computer generation vs. manipulation of materials, the

advisability of a mandate to include basic classes and development of vital thinking skills.

According to (Curtis (1999) the evaluation team offered several suggestions:

- “The standard orientation class taken by all students would become Visual Art Orientation and be taught by an art faculty member.
- Introduction to Micro-computers (an IST course) will be replaced Introduction to Computer Graphics-a three-credit, five contact-hour studio class.
- A specialized course in typography will supplant Graphics Techniques for Illustrators.
- Painting II will be replaced by a more specialized course entitled Painting Techniques for Illustrators.
- Portfolio and Resume Production will replace the Communication Art Workshop and will be reduced from three to two-credits.
- Two entirely new three credit, five-contact-hour studio courses – Computer Graphic (focus on Adobe Photoshop 5.0) and Computer Graphics II (focus on digital illustration) will be added to the curriculum.
- The total hours for the AAS degree will change from 66 to 88.” (p.4).

According to McCulloch-Lovell (2006), when the Creative Economy Initiative collaborated with the New England Council, the New England Foundation for the Arts, and many other groups published a groundbreaking study of a regional creative economy on the basis of research by Mt. Auburn Associates.

The study identified the creative cluster workforce, which included educators, artists, people who employed in creative enterprise, people who equip art supplies, instruments, and other materials; technical workers; and those in nonprofit cultural groups (McCulloch-Lovell, 2006).

Transfer and Articulation of the Arts

The majority of the literature associated with fine arts and the transfer function focuses on music. In 1970 (as cited in Cohen, Lombardi, & Brawer, 1987) Taylor evaluated the theatre arts classes offerings at community colleges in four states; he concluded that several drama classes were tailored toward transfer students at the cost of the general education of the majority who do did not desire to earn a four-year degree.

In 1971 Jansen (as cited in Cohen, Lombardi, & Brawer, 1987) reviewed the visual arts programs at 102 community colleges, discovered that the main emphasis of several arts courses is academic transfer, and that the arts do not normally provide job centered and community education roles. Both reviews were an effort to decide if the growth of the community college mission into vocational education and community services had misrepresented what the researchers saw to be the academic beginning of several arts programming.

According to a report by the Iowa State Department of Education (1992) through transfer or college parallel programs, students fulfill their basic education requirements at two-year colleges, where they are given personal attention from instructors whose concern is focused on teaching. Most programs are reserved for arts and sciences, however, career option are also designed for transfer. A vast number of community

college students transfer to a variety of four-year colleges, including Iowa's three main colleges and the independent universities and colleges inside Iowa. This report also noted that since the 1980s, two-year colleges enrollments in the arts and sciences have increased by 68 percent.

Cho (1994) conducted a study that documented trends and problems regarding transfer and articulation of students in art programs at community colleges in Illinois to four-year colleges. A survey was conducted among selected art faculty at Illinois community colleges to seek related data. The findings of this study made direct collaboration between community colleges and four-year colleges for purposes such as facilitating articulation and transfer in art.

Rowlands' (1997) reported results of his study in which the main goal was to examine in what ways and to what degree the New Jersey community colleges have addressed the specific suggestions brought to attention in a 1973 report by the State of New Jersey Board of Higher Education, entitled *The Fine Arts in New Jersey Colleges and Universities*. Rowlands' study also centered on postsecondary matters, including arts as part of community college's transfer, general education functions, community services, and the extent to which the arts serve multiple educational functions.

The study revealed several significant findings, for instance, 16 of the 19 two-year colleges offered some degree granting programs in the arts. Additionally, several of the institutions revealed that arts classes met the requirements for basic education electives and the arts programs are mainly transfer centered instead of job centered. They also found that solid articulation agreements with four-year institutions have enhanced the transfer procedure for students (Rowlands, 1997).

Furthermore, Mizell (2005) reported a note from the Empirical Curriculum, a study of college course taking patterns published by the Department of Education. Classes were tracked for three cohorts: adults who graduated from high school in classes of 1972, 1982, 1992 who went on to earn more than 10 college credits within 8.5 years of finishing high school.

Topics covered by the note included changes in the percentage of students taking specific art classes (e.g., art history and film arts), and the share earnings degree in the arts. The note further revealed that course-taking pattern and changes over time were similar between adults who received more than 10 credits and those who attained a four-year degree (Mizell, 2005).

Barriers of Articulation and Transfer

According to Jane Wellman (as cited in Boswell, 2004) the transfer function between two-year colleges and four-year college is one of the most vital state policy problems in higher education due to its success (or failure) is central to many magnitudes of higher education performance, including equity, access, cost, affordability, cost effective, degree productivity, and quality. If the two-year and four-year role is weak, students who normally enroll in a two-year college will be less likely to earn a four-year degree and those who do earn their degree will take longer to obtain the credits to do so.

In May 2003, the American Association of Community Colleges and the American Association of State Colleges and Universities, with support from the Lumina Foundation, held a national Access to the Baccalaureate Roundtable revealing problems pertaining to strengthening baccalaureate access through better transfer and articulation

practices and guidelines. State policy makers, representatives from two-and four-year institutions, representatives from national higher education organizations, and researchers, considered a list of issues and policy options and promising practices that add to enhancing students' success in achieving their educational goal (Boswell, 2004).

Among their conclusions, was that weak or non-existent state-level coordination of public postsecondary institutions often ended in constant statewide higher education guidelines, as well as institutional practices that formed large barriers to student flow among colleges and systems. In several states, funding and accountability policies offer few inducements to promote cooperation and student flow between educational sectors or institutions (Boswell, 2004).

For instance, miscommunication between high school graduation requirements and college entrance requirements often end in weak performance by current high school graduates on college placement tests, an inadequate student record systems with the capability to track students from high school to two-year college and on to university make it complex to provide timely feedback to the transferring college (whether a high school or community college) on the resulting performance of its graduates (Boswell, 2004). Cuseo (as cited in Striplin, 1999) stated the following:

Curricular barriers, such as confusion regarding the transferability of courses from community colleges to four-year institutions, are due to community colleges' diverse missions. Diverse missions often necessitate that these colleges offer myriad courses to serve the clientele. Problems arise when many of their courses may not transfer to four-year institutions because the courses are vocational, technical, continuing education, or for personal enrichment (p. 7)

According to the Office of Program Policy Analysis and Government articulation issues result in students enrolling in lower level class they could have finished while receiving their associate of arts degrees. As consequences, students and the state, both providing the expense of classes, lose funding. To evaluate the articulation system the (OPPAGA) sampled 10,986 students who received their Associate in Arts (AA) degrees between 1997 and 1999. Of these, 6,485 transferred from a two-year institution to a state college and took undergraduate classes; data was gathered on the students' major and every class they took from 1997 through the fall of 2000 (Articulation Works for Most Community Colleges Transfer Students, 2002).

More than half of AA transfer students in the sample took lower level classes after transferring to a college. Overall, these students averaged two lower level classes and 5.6 credit hours after entering the State University System. It was estimated that AA transfer students took about 96,000 lower divisions' classes and 265,000 credit hours. Of these, approximately 48,000 classes and 134,000 credit hours were pre-requisite courses. During a three-year period, these required classes cost Florida and approximately \$13.8 million dollars (Articulation Works for Most Community College Transfer Students, 2002).

According to McCormick and Carroll (as cited in Zamani, 2001) several two-year college students plan to transfer to four-year colleges; however, about 22% succeed successfully. For the past twenty years, studies investigating the transfer process revealed that the proportion of two-year students actually transferring is deficient and that differential rates of transfer exist between, ethnic, racial, and socioeconomic groups.

Bender, Brint and Krabel, Richardson and Skinner noted (as cited in Zamani, 2001) that non-Asian minority and low-income students have lower transfer and program completion percentages, compared with their white counterparts from families with larger yearly income. In 1997 McDonough (as cited by Zamani, 2001) pointed out that lack of financial support is one of the many barriers facing two-year college students who are planning, attending, and in most cases, transferring to four-year colleges.

Students sometimes have to deal with a new set of expenses, during and after the process of transferring. The largest and most obvious expense is the increased tuition that students must pay at the four-year institution. Students may also face the new expense of room and board. This is mostly true for students who are now attending the community college but who will attend a more distant four-year institution (Long, 2005). According Stewart (as cited in Zamani, 2001) lack of academic preparation of many first-time community college students often serves to dampen their hopes.

Long (2005) reported three obstacles that most community college face when transferring to a four-year college: structural obstacles associated with the overall approach of a state to higher education, accountability, and institutional mission, and concerns of state finance/governance. Long suggested that states most acknowledge the importance of transfer function and try to collaborate to create better transfer rates.

The text revealed that a lack of a common course numbering system was a barrier to student transfer. Cuseo (as cited in Striplin, 1999) suggested college identify and remove unrealistic barriers in order to enhance better transfer, specially curricular issues and non-adherence to articulation agreements by the four-year institutions.

Benefits of Articulation and Transfer

According to Cohen and Brawer (as cited in Striplin, 2000) conducted a study and discovered that a few four-year colleges with high transfer percentages used a common course numbering system with the local four-year institutions. In addition to the study, participants were asked what would enhance their odds of transferring to a four-year college. Students at the low-transfer rate colleges presented the following suggestion: ease the inclination of four-year colleges to accept two-year class work for transfer.

To increase the transferability of particular classes, Cuseo (as cited Striplin, 2000) revealed that the development of articulation agreements can be accomplished through collaboration of two-year colleges and four-year institutions. According to OPPAGA, geographic location may enhance articulation for some colleges and community colleges. Several community colleges students transfer to one or two universities near to their community college. This is expected to improve articulation between chosen community colleges and four-year colleges since the students, faculty, and academic counselors will be familiar with each institution (Articulation Works for Most Community College Transfer Students, 2002).

In a report by Edestein (1999), Diablo Valley College (DVC), a large suburban community college in the Bay Area in California and very successful when it comes to transfer rates. DVC sends over 2,000 students a year to baccalaureate programs. DVC has put significant resources into ensuring strong and effective articulation with the universities. DVC have had a full-time articulation officer for many years, and their articulation agreements are both current and extensive. It was reported that DVC also did

a great deal of research on the effectiveness of transfer program, identifying barriers to student transfer and working to overcome them.

Recommendations for Improving Articulation

Cuseo (as cited in Stiplin, 1999) suggested an alternate to the basic articulation agreement, Cuseo:

Would like to see more institutions adopting transfer admission agreements

TAGS or transfer admission programs TAPS. These are contracts whereby both two-year and four-year institutions stipulate that if a transferring student completes a defined general-education course program with an acceptable GPA at the two-year college then that student will be automatically matriculated into the four-year institution as an upper-division student. Furthermore, all of the general education courses taken at the two-year college will transfer in a “block” to the four-year college or university (p. 8)

The traditional approach to articulation involves faculty and staff in four-year institutions reviewing courses and programs from closer community colleges in the area, in order to make a judgment about their transferability and the baccalaureate degree requirements they might meet, either as elective or in satisfaction of particular general education or major requirements. According to California Postsecondary Education Commission, one approach to simplifying the articulation of courses is a statewide common course numbering by community college, or by four year institutions and their feeder community colleges. However it is complex, expensive process that does not obviate the need for the articulation of specific programs.

A better collaborative model is recommended for students who are not the typical transfer-students. This model involves the students, their faculty from the two-year and four-year colleges, and their employers, collaborating to enable students to move toward their degree and career goals with ease between and among these institutions and the workplace. This collaborative approach to articulation is student-rather than institution-focused, and is likely to be more efficient and effective than the more traditional process, based on student's point of view (Knoell, 1996).

According to Rifkin (2000), collaboration is the key to enhance articulation and transfer. Researchers who have investigated efficient articulation and transfer practices emphasized the significance of faculty support, and involvement in, the creation of articulation agreements. Also, student support services which would allow students to have access to high quality data, academic advising, counseling and other support services. Additionally, well established two-year college transfer centers to provide a comprehensive and coordinated range of student services, including information on transfer opportunities and aid in coping with admission process of four-year institutions.

As cited in Arnold (2003), Ignash and Townsend reported on major problems and modern practices pertaining with statewide articulation and transfer guidelines. In the year 1999, the authors conducted an E-mail survey of 50 states, seeking data about state-level efforts with respect to articulation and transfer. As a result of the survey, the authors proposed a set of core standards upon which to base their evaluative efforts. The principles suggested:

1. Associate and baccalaureate degree-granting institutions [should be] equal partners in providing the first two year of baccalaureate degree programs. (p.176)

2. Transfer students should be treated comparably “native” students by the receiving institution. (p.177).
3. Faculty from both two-year and four-year institutions [should] have primary responsibility for developing and maintaining statewide articulation agreements. (p.178)
4. Statewide articulation agreements should accommodate those students who complete a significant block of coursework (such as the general education requirements) but who transfer before completing the associate’s degree. (p.178)
5. Articulation agreements should be developed for specific program majors. (p.179)
6. A state’s private institutions should be included in statewide articulation agreements. (p 179)
7. A statewide evaluation system should monitor the progress and completion of transfer students. (p.179). (Ignash & Townsend, as cited in Arnold, 2003).

The Illinois Articulation Initiative is one of the most recent state efforts to enhance articulation. The initiative created in 1993, aimed to create a statewide General Education Core Curriculum to be implemented in 1998. The curriculum consists of 12 to 13 courses (37 to 41 semester credits) selected from five fields commonly found in general education programs: mathematics, social and behavioral sciences, oral and written communication, humanities and fine arts, and physical and life sciences. Students who take this package of coursework are assured their credits will satisfy the general education requirements at the instituting to which they transfer (Rifkin, 2000).

Walters (2007) reported that the Alliance program adopted by Jones County Junior College, one of Mississippi’s 15 public community/junior colleges. During the Nov. 2,

2008 Faculty Senate Meeting ,a question was raised about a recent agreement between Jones County Junior College and Franklin University in Ohio that would allow JCJC students to transfer undergraduate credits to the out-of-state- institution, then finish their bachelor's degree through online courses from home. According to Jacquelyn Barnett, a counselor at JCJC, who played a vital role in the coordination of the Franklin alliance, "this is a benefit for students financially, as they could earn up to one or more year of transferable hours at JCJC's tuition costs" (p. 1).

Walters (2007) noted that the Alliance would also allow students to obtain a bachelor's degree from an accredited institution while being place or time bound, which is why one reason many students aren't able to further their educations after earning an associate's degree. During a junior/community college president's meeting, it was decided that the Alliances was a viable, additional option for students to obtain a bachelor's degree. Barnett added the Alliance program is offered as an additional alternative to traditional methods of earning a four-year degree, not to replace attending on-campus classes for students who are able.

Three community colleges in Mississippi besides JCJC have joined up with Franklin to offer four-year degrees in a limited number of majors including: Meridian Community College, Mississippi Gulf-Coast Community College, and Copiah-Lincoln Community College (Walters, 2007).

Socioeconomic Status of Two-Year Community College Faculty

According to the National Center for Education Statistics 2001 & Huber 1998 (as cited in Twombly, 2005) over 100,000 full-time faculty members, or one fifth of all faculty members in U.S. post-secondary education are employed at community colleges. According to Cain (1999) to define the typical faculty member is complicated because the overall nature of the community college has caused the notion of three distant and different faculties: vocational, academic, and adjunct. The texts insist that community colleges faculties are community-oriented, flexible and open-minded, student-focused and creative. The faculty of community colleges has become dominant by part-time instructors, across the country, more than fifty percent of two-year are now adjuncts.

In the community college setting the percentage of male faculty is lesser than in college and larger than in secondary institutions. Many of the faculty members have a master's degree. The research is not a top priority for most community college faculty. They are more focused on subject content. The community college has seen an increase in minorities and women (Cohen & Brawer, 2003).

There is a limited number of minorities and women faculty that move-up on the academic ladder. Women comprise about 33% of the faculty at four-year colleges, with minority female faculty comprising 2.3% of the faculty at community colleges (Clark, 1998). In the year 1987, Asians, African-American, Native Americans and Hispanics, made-up only 9 % of full-time faculty in two-year colleges (Cohen & Brawer, 2003).

According to Touchton & Davis (as cited in Townsend, 1995) in 1991-1992, almost 45% of full-time faculty in colleges offered the Associate of Arts. Degree was women: 43.2% in the public system and 54.1 % in the private. By comparison, in four-

year schools offering the B.A., only 35% of the full time faculty was women; in doctoral granting institutions barely 26% were women. Comprising almost half the institution's full-time faculty, women faculty seemed to be in the mainstream in community colleges. In the last 30 years women faculty in all of the higher education increase can be attributed to the growth of the two-year sector (Townsend, 1995).

Salary ranges for two-year faculty have normally been larger than high school and lower than in colleges. Eells (as cited in Cohen & Brawer, 2003) revealed that the medium salary for the most qualified instructors in the 1920s was almost equal to the starting salary of professors in four-year colleges. In the 1980s, the difference between community colleges and four-year colleges salaries increased from less than 7% to more than 10% in 1985-86, 15% in 1992-93, and 21% in 1998.

Howe (2001) conducted a national faculty salary study in the discipline/major field of Fine Arts and Art Studies for both private and public colleges from the baseline year of "1978-1998" and included the trend year 2000-01. For the 1997-1998 year, the total number of participating colleges was 543, and in 2000-2001 there were 403 participants. In the 1997-1998 study, of the 2,647 faculty the average salary was \$47,937, and the average faculty salary for 2000-2001 was \$52,145.

Perceptions of Two-Year Art Faculty

Faculty satisfaction and dissatisfaction have been studied for several years. During the first half-century of two-year college establishment, positive attitudes among the faculty were the norm. Transitioning from a secondary school to a college teaching position offered higher status and a lighter teaching load (Cohen & Brawer, 2003).

Most two-year art faculty believes that the community college is viewed in low regard within the academic arena.

Seidman conducted a study (as cited in Townsend & LaPaglia, 2000) interviewed with 76 two-year colleges in three states and concluded that because teaching is two-year faculty main objective, they are seen as faculty who add little to research. Four-year faculty rules the academic arena in research agendas, as a result, two-year faculty are devalued with the academe. This study revealed that four-year faculty had issues believing that two-year college classes can be comparable to four-year college classes.

Recent national faculty studies have revealed that compared with four-year faculty, two-year instructors are more satisfied with their reputation of their department and their college, their income, and family life. Two year faculty members as a whole would welcome more participation in intuitional decision-making (Cohen & Brawer, 2003).

According to Warburton (2006), the National Study of Postsecondary Faculty (NSOPF) offers data on the composition and attitudes of instructional staff and faculty in America's higher education institutions. The NSOPF has had four cycles: NSOPE 1987-88, 1992-93, 1998-99, and 2003-04. For these surveys, all instructional staff and faculty were given questionnaires in the fall semester soliciting information about their responsibilities, backgrounds, salaries, benefits, workloads, attitudes, and future plans.

The survey respondents represented about 1.2 million instructional staff and faculty teaching in two-year and four year colleges in the United States. This analysis focused on a subgroup of full-time staff and faculty who had some teaching

responsibilities for credit at four-year colleges. The results detailed their faculty status, demographic characteristics, compensation, and work activities (Warburton, 2006).

Faculty Preparation

Starting with the earliest two-year colleges and into the 1960s, two-year instructors possessed prior teaching experience in the secondary schools. Bushnell (as cited in Cohen & Brawer, 2003) reported in the early seventies that that 70% of the two-year instructors nationally had prior taught in public high schools. The typical preparation for a community college instructor has been the master's degree. In the arts arena the Masters of Fine Arts (MFA) is consider to be the terminal degree. Many community college instructors possess the Masters in Art Education (MAE) or the MFA, and in which either is most cases is suffice to teach at the community college level.

According to Grant (2007), adjunct faculty or would-be faculty at four-year colleges have recognized a trend, and many believe that their degree sets them back in a realm where larger salaries and promotions go to those who possess a doctorate degree. Granted also noted that the most current development in the studio-doctorate trend is the creation of the new Institute for Doctoral Studies in the Visual Arts in Portland, ME., which provided its first courses in May 2007 for a Ph.D. program in art theory, philosophy, and aesthetics.

In a recent study by Twombly (2004) which investigated professionalization of two-year college faculty, and used information from cases studies of full-time arts and sciences community college faculty, results revealed that the community colleges in the

study listed the master's degree as the desired qualification. Only one of three colleges listed the Ph.D. as a requirement.

Prior to the doctoral research emerging in the United States, professional guidelines for college instructors were nonexistent. Several colleges at that time were supported by religious institutions, and religious belief and character were the main qualification for instructors (Gaff, 2000). Those who possessed the MFA, usually instructors or adjunct instructors at universities most believed that their degree yields them from larger salaries and advancements or promotions that are awarded to the Ph.D.s (Grant, 2007).

Today an instructor's portfolio may be used to gain new employment. The portfolio can be used for several reasons: to provide evidence of teaching accomplishments and in order to receive tenure or a promotion. The components of a teaching portfolio should include: materials and course syllabi, self – evaluation of teaching statement and philosophy of education statement (Reese, 2004). According to a study by Gaff (2000) a recommendation to prepare students for full-range of faculty duties should include a faculty preparation program which would prepare students for future assistance professor positions.

Twomnly (2005) conducted a study to describe and identify institutional policies, values and practices that affect the hiring of full-time community college arts and sciences instructors. A case study approach was utilized in this study. Purposive sampling was used to choose the interviews; a constant comparative method was used to analyze data. As a result of this study common-patterns among colleges pertaining to

hiring of faculty in transfer programs were identified. Additionally, 18 hours of graduate hours were required qualifications for job listings.

CHAPTER III

METHODOLOGY

The main goal addressed in this study was to determine the status of articulation/transfer issues in Mississippi's community college art programs as determined by the perceptions and attitudes of art faculty members in the community college setting. This chapter describes the methodology and procedures used to conduct this study. This chapter includes the following sections: research design, population, data collection, procedures, instrumentation, validity and reliability procedures for administering instrument, and data analysis. To reach this goal, a survey questionnaire was emailed to art faculty members of Mississippi's 15 public junior/community colleges (See Appendix B).

Research Design

The researcher used a survey as the methodological framework. According to Fraenkel & Wallen (2006), data is gathered from a group of people in order to describe some characteristics such as: opinions, beliefs, attitudes, abilities, and knowledge of the population of which that group is included. The survey questionnaire consisted of 30 closed-ended questions and one opened-ended question pertaining to articulation and transfer of art courses.

Population

The population involved in this study included art faculty members from Mississippi's 15 community/junior colleges. Participants' names and email addresses were obtained from their institution's official website. The targeted institutions were public community/junior colleges that offered associate degrees and certificates in various academic and occupational programs. A complete list of Mississippi's 15 community colleges can be found in (Appendix B.) The population of the study is all those art faculty members who completed and returned the questionnaire. Seventeen art faculty members from Mississippi community/junior colleges participated in the study.

Data Collection

After receiving authorization from Mississippi State University's Human Subjects Review Committee (see Appendix A), survey research techniques were used to determine the perceptions and attitudes of art faculty members. Information was obtained by using a Likert-type questionnaire (see Appendix I) along with a letter of explanation to each potential respondent (see Appendix G). An internet service entitled SurveyMonkey.com, was used to collect data. The researcher emailed the instrument to each art faculty member during the Spring Semester of 2008. There were follow-up emails, which included the survey link, sent out at a later date by the researcher to any art faculty members who had not yet responded to the initial survey. Given that the subjects who were asked to participate in this study were art faculty members and competent of making appropriate decision as to their participation in the study, no request for permission to

conduct this study was deemed necessary. Permission to conduct this study was granted by Mississippi's community/junior college presidents (See Appendix D).

Procedures

The initial emailing process included a participation letter describing the study and soliciting participation by art faculty members (See Appendix G) and a two-part survey. The participants were asked to complete the questionnaire and return it to the researcher using the survey link provided. The population included the 17 community college art faculty members who completed and returned the survey. Follow-up letters (See Appendix H) were emailed by the researcher to those individuals who had not yet responded to the initial survey. Accompanying the following up letter was a link to the survey for the participant to complete the questionnaire and return it. All surveys were kept secured in an internet service entitled "SurveyMonkey.com".

Instrumentation

The questionnaire for this study was based on a 1992 dissertation publication by Cho (1992) A survey of *Articulation and Transfer Issues in Illinois Community College Art Programs*. Her study utilized a survey questionnaire which goals were to find out more about the transfer function with respect to community college students in the field of the arts. Permission to modify and use the instrument (See Appendix E) was requested and received (See Appendix F). The researcher modified the instrument by changing the title, adapting the Likert-type scale, and soliciting yes/no questions to obtain current data that pertain to issues with articulation and transfer in the arts at the community college level. Therefore, the reliability and the validity of the instrument were not significantly

altered. To enable the computation of means, the following values were given for the responses:

5 – Strongly Agree

4 – Agree

3 – Undecided

2 – Disagree

1 – Strongly Disagree

When scoring this instrument, the researcher assigned points 1-5 with the higher score being the more knowledgeable towards the articulation and transfer in the arts.

A two-part, survey questionnaire modified by the researcher was emailed to the art faculty members in the sample population. The first part of the instrument had questions ranked on a five-point Likert-type scale. The second part of the instrument was comprised of 6 questions that solicited demographic information from each member of the art faculty. This information included position, age, educational background, sex, race, and number of years of experience. The instrument was designed to obtain feedback on community college art faculty members' perceptions and attitudes of articulation and transfer in the art programs.

Validity of the Instrument

To test the validity of the Art Faculty Survey, the researcher administered the instrument to a research professor and art of instructors in the field of art. The panel of experts was asked to evaluate the questionnaire for content and structure. Suggestions made for improvements were received and used to improve the instrument (See Appendix

I). According to Fraenkel & Wallen (2006) “validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect”(p. 151).

Reliability of the Instrument

The reliability of the “Art Faculty Survey” was assessed through the application of Rational Equivalency Procedure. According to Foster (2001), “reliability refers to the consistency of the results” (p. 19). To determine the internal consistency of the Art Faculty Survey, Cronbach’s alpha reliability coefficient was utilized. For the purpose to research, a guiding principle is that the reliability should be at least .70 or higher (Fraenkel & Wallen, 2006). A Cronbach’s coefficient of .81 was obtained from the instrument as a whole. According to George & Mallery (2001), the closer the alpha approaches 1.00, the better the internal consistency of items in the instrument.

Data Analysis

The data were gathered in this study was analyzed by using the Statistical Program for Social Sciences (SPSS) software package. The analyses of the responses were as follows: the questionnaire consisted of items phrased to solicit perceptions of one group of respondents concerning their perceptions and attitudes pertaining to articulation and transfer issues in the arts. All research questions were tested by using descriptive analysis and their differences was tested at the .05 level of significance.

The following research questions were used as the conceptual framework for this study.

1. Do community college art faculty members believe that there is a need for better articulation agreements between two-year and four-year institutions?

2. Do community college art faculty members believe that transfer is the primary mission of the community college?
3. Does gender influence the perceptions and attitudes of community college art faculty members regarding articulation and transfer?
4. Does age influence the perceptions and attitudes of community college faculty members regarding articulation and transfer in art programs?
5. Do years of experience influence the perceptions and attitudes of community college art faculty members regarding articulation and transfer in art programs?

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to examine the perceptions and attitudes community college art faculty members pertaining to articulation and transfer issues at the community college level. Specifically, the researcher was concerned with the following variables: gender, age, years of experience, transfer and better articulation agreements as they relate to the perceptions of community college art faculty towards articulation and transfer in the art programs.

These art faculty members were surveyed in order to ascertain whether there were significant differences between community college art faculty based upon their gender, their age, and years of experience at the community college. The study also sought to gather their overall perceptions and attitudes of a need for better articulation agreements between two-year and four-year institutions and transfer as the primary mission of the community college.

1. Do community college art faculty members believe that there is a need for better articulation agreements between two-year and four-year institutions?
2. Do community college art faculty members believe that transfer is the primary mission of the community college?

3. Does gender influence the perceptions and attitudes of community college art faculty members regarding articulation and transfer in art programs?
4. Does age influence the perceptions and attitudes of community college art faculty members regarding articulation and transfer in art programs?
5. Do years of experience influence the perceptions and attitudes of community college art faculty members regarding articulation and transfer in art programs?

The researcher used a survey as the methodological framework for this study. The results of the two-part survey instrument, “Art Faculty Survey,” were utilized to answer the research questions in this study. The population for this study totaled 45 community college art faculty members. Seventeen community college art faculty members in the state of Mississippi volunteered to participate in the study.

This chapter includes a description of the survey results and the analysis of data in this study. The data analysis for this study was accomplished under two categories. The first category included the initial survey which examined the research questions constructed for this study. The second category continued the demographic profile of the participants in the study. The data were tested using a Frequency and Percentages, Independent t-test, and the Spearman Rank Correlation.

Descriptive Data

The demographic data presented in tables 2, 3, 4, 5, 6, and 7 shows the variable, frequency and percent of respondents of community/junior college art faculty by gender, age, years employed, race, position level, and degree level.

Gender of the Respondents

The majority (52.9%) of the respondents were male. The data exhibited in Table 2 is the summarized results of gender of the respondents.

Table 2

Frequency Distribution of Community College Art Faculty by Gender

Gender	Number	Percent
Male	9	52.9
Female	8	47.1
Total	17	100.0

Age of Participants

Table 3 shows the classification of Mississippi Community College Art Faculty Members according to age. The age distributions (N=17) revealed that 8 of the respondents were over the age of 46.

Table 3

Frequency Distribution of Community College Art Faculty by Age

Age	Number	Percent
31-35	2	11.8
36-40	6	35.3
41-45	1	5.9
46-50	2	11.8
51-55	3	17.6
56-60	2	11.8
61-65	1	5.9
Total	17	100.0

Number of Years as a Community College Art Faculty Member

Table 4 shows the distribution for the number of years of experience the respondents have as a community college art faculty member. The majority of the respondents had 3 years or more of experience as an art faculty member.

Table 4
Frequency Distribution of Community College Art Faculty Members
by Years of Employment

Number of Years Employed	Number	Percent
1-5	9	52.9
6-10	3	17.6
11-15	1	5.9
16-20	1	5.9
Over 20	3	17.6
Total	17	100.0

Ethnicity of Respondents

The majority (88.2%) of the respondents were Caucasian American. The data exhibited in Table 5 is the summarized results of Ethnicity of the respondents.

Table 5

Frequency Distribution of Community College Art Faculty Members by Ethnicity

Race	Number	Percent
Caucasian American	15	88.2
Native American	1	5.9
Asian	1	5.9
African American	0	0
Total	17	100.0

Position Level of the Respondents

Table 6 shows the distribution for position level of the community college art faculty.

Table 6

Frequency Distribution of Community College Art Faculty Members by Position Level

Position	Number	Percent
Faculty/Instructor	17	100.0

Degree Level of Respondents

The majority (88.2%) of the respondents highest degree held was a Master's degree. Table 7 shows the distribution of degree level of the respondents.

Table 7

Frequency Distribution of Community College Art Faculty by Degree

Degree	Number	Percent
Masters	15	88.2
Other	2	11.8
Total	17	100.0

Results of Survey Questions

Participants were asked to respond to questions that dealt with perceptions and attitudes relating to articulation and transfer in the arts. An attitude scale entitled “Likert scale” was utilized. According to Fraenkel and Wallen, (2006) “An attitude scale, therefore, consists of a set of statements to which an individual responds. The pattern of responses is then viewed as evidence of one or more underlying attitudes” p.127. The scale ranged from 5-1. Five represented *Strongly Agree*, four represented *Agree*, three represented *Undecided*, two represented *Disagree*, and one represented *Strongly Agree*. The closer the participants responded to 5, indicated the more knowledgeable the participant was toward articulation and transfer in the art programs.

Question 1 asked respondents to indicate how their art program is identified in its institution organizational structure, 71% strongly agreed and 18% agreed that their institution had a Division of Fine Arts.

Question 2 asked respondents to indicate whether or not their institution offered an Associate Degree in Arts, 82% strongly agreed, and 12% agreed. Question 3 asked

respondents to indicate whether or not they perceived transfer as the primary mission of the community college, 82% strongly agreed.

Question 4 asked respondents to indicate whether or not their institution housed an art gallery, 94% answered yes. Question 5 asked respondents to indicate whether or not their institution's art facilities were in good condition, 35% strongly agreed and 35% agreed.

Question 6 asked respondents whether or not they understood how students are recruited to the art program, 77% strongly agreed and 18% agreed. Question 7 asked respondents whether or not they understood that their program had a written agreement with four-year institutions, 59% strongly agreed, 18% disagreed, and 12% were undecided. For question 8, respondents were asked to indicate whether or not they knew which four-year institutions they share a written agreement with, 47% strongly agreed, 29% agreed, and 18% were undecided.

Question 9, which was a yes or no response, asked respondents to indicate whether or not they knew that their institution signed the Mississippi Articulation Agreement, 70% answered yes and 29% answered no. On question 10, respondents were asked to indicate whether or not their institution recognized course credit from the Mississippi Articulation Agreement, 41% strongly agreed, 18% agreed, and 29% were undecided.

Question 11 asked respondents whether or not they had a good relationship between their art program and the four-year institutions art departments in which most of their students transfer, 12% strongly agreed, 35% agreed, 41% were undecided, and 12% disagreed. Question 12 asked respondents to indicate whether or not opportunities were

presented to meet and/or discuss mutual interest and concerns in transfer policy and practice with four-year institutions art departments within the last year, 47% disagreed, 12% strongly disagreed, 18% were undecided, and 18% agreed. Question 13 asked respondents to indicate whether or not a state meeting for the purpose to discuss transfer policy and practice with four-year institutions art departments, 12% strongly agreed, 18% agreed, 29% were undecided, 24% disagreed, and 12% strongly disagreed.

Question 14 asked respondents whether or not they understood which courses can transfer to a four-year institution according to their school's catalog, 59% strongly agreed, 12% agreed, and 24% were undecided. On question 15, respondents were asked to indicate whether or not art courses are taught as part of the general studies program at their institution, 53% agreed, 24% strongly agreed, 12% were undecided, and 12% disagreed.

Question 16, which was a yes and no question, asked respondents whether or not they knew how many credit hours art courses represented, 94% responded yes. Question 17 asked respondents whether or not they have compared syllabi with four-year institutions art instructors, 12% strongly agreed, 29% agreed, 35% were undecided, and 18% strongly disagreed. Question 18 asked respondents to indicate to what degree transfer courses have been added to their art program within the last five years, 18% agreed, 24% were undecided, and 41% disagreed. Question 19 asked respondents to indicate whether or not their art department encourages students to prepare individual portfolios to transfer to four-year institutions, 77% agreed and 18% agreed.

Question 20 asked respondents to indicate whether or not they strive to make their courses equivalent to those offered at senior institutions, 77% agreed and 12% disagreed.

Question 21 asked respondents to indicate whether or not their art department did follow-ups on former students, 18% strongly agreed, 47% agreed 24% were undecided, and 12% disagreed.

Question 22 asked respondents whether or not most of their community college students transfer to four-year institutions after leaving the art program, 29% strongly agreed, 47% agreed, 12% were undecided, and 12% disagreed. Question 23 asked whether or not the art department had a specific method of indentifying those students who which to transfer to four-year institution art programs, 35% strongly agreed, 29% agreed, 24% were undecided, and 12% disagreed. Question 24 asked respondents to indicate whether or not their art department had a high rate of students transferring to an art program at four-year institutions, 35% strongly agreed, 47% agreed, and 12% disagreed.

On question 25, respondents were asked to indicate whether or not their students had difficulties transferring courses to four-year institutions, 29% agreed, 12% were undecided, 35% disagreed, and 18% disagreed. Question 26 asked respondents to indicate whether or not the art department had academic advisors specific for those students who plan to transfer to four-year institutions, 41% strongly agreed, 24% agreed, 18% were undecided, and 18% disagreed.

Question 27 asked respondents whether or not their art department had a committee to address transfer matters, 12% strongly agreed, 18% agreed, 47% were undecided, and 12% disagreed.

Question 28 asked respondents to indicate whether or not they were confident that four-year art instructors were willing to correct any articulation problems that may exist, 29% agreed, 29% were undecided, 18% disagreed, and 12% strongly disagreed.

On question 29, asked respondents would a common course codes for various courses offered in the arts eliminate repetition of course work taken by two-year transfer students to four-year institutions, 41% strongly agreed and 41% agreed. Question 30 asked respondents whether or not they were familiar with current literature on articulation agreements between two-year and four-year institutions, 18% strongly agreed, 35% agreed, 29% were undecided, and 12% strongly agreed.

Question 31, which was a yes or no question, asked respondents whether or not there was a need for better articulation agreements between two-year and four-year institutions, 76% responded yes and 18% responded no.

The descriptive statistics for questions 1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, and 30 are located in Table 8, and the Frequency Results for survey questions 4, 9, 16, and 31 are located in tables 9, 10, 11, and 12. The respondents were asked to respond to the questionnaire statements by using the five-point Likert- scale(5-1), in which 5 represented *Strongly Agree*, 4 represented *Agree*, 3 represented *Undecided*, 2 represented *Disagree*, and 1 represented *Strongly Disagree*.

Question 12, (which asked respondents whether or not opportunities were presented to meet and discuss interests and concerns in transfer policy) and 13 (which asked participants whether or not a state meeting was held to discuss transfer policy) are reported as *Disagree* (a score of 2), which indicated respondents surveyed were not very

knowledgeable in transfer policy. Questions 5, 11, 17, 27, 28, and 30 had a mean score of 3, which indicated that the respondents surveyed were undecided on those specific questions (See table 8).

Questions 1, 7, 8, 10, 14, 15, 20, 21, 22, 23, 24, 26, and 29 (See table 8) had a mean approaching 4 (*Agree*) which indicated that the respondents surveyed were knowledgeable in articulation and transfer in the arts program. Questions 2, 3, 6, (See table 8) had the strongest level of agreement, with a mean score approaching 5, which indicated that that respondents surveyed were very knowledgeable in those specific questions. However, the overall mean perception and attitude score to the survey appeared to approach 4. Therefore, this score represented a favorable perception and attitude towards articulation and transfer in the art programs of the community college art faculty members surveyed.

Table 8

Descriptive Statistics (Means & Standard Deviations of Survey Items)

Questions	M	SD
Q1 The art program is identified in my organizational structure as the division of Fine Arts.	4.47	1.068
Q2 My institution offers an Associate Degree in Arts.	4.88	.342
Q3 The primary mission of my institution's art program is to prepare students for transfer to a four-year university.	4.65	.862
Q5 The art facilities at my institution are in good condition.	3.71	1.355
Q6 I understand how students are recruited into the art program.	4.65	.786
Q7 I understand our program has a written agreement with four-year institutions.	4.18	1.237
Q8 I know which four-year institutions we share a written agreement with.	4.12	1.111
Q10 Our institution recognizes course credit from the Mississippi Articulation Agreement.	3.94	1.359
Q11 We have a good relationship between our program and the four-year institutions art departments in which most our students transfer.	3.47	.874
Q12 Several opportunities have presented itself for me to meet and/or discuss mutual interest and concerns in transfer policy and practice with four-year institutions art department within the last year.	2.44	.964

Table 8 Continued

Q13 A state meeting is held for the purpose to discuss transfer policy and practice with four-year institutions art departments.	2.94	1.269
Q14 As an art instructor, I understand which courses can transfer to a four-year institution according the school's catalog.	4.38	.885
Q15 Art courses are taught as part of the general studies program at our school.	3.88	.928
Q17 Our department has compared syllabi with senior institution art instructors.	3.12	1.269
Q18 Transfer courses have been added to our art program within five years.	2.87	.990
Q19 Our art department encourages students to prepare individual portfolios to transfer to four-year institutions.	4.71	.588
Q20 Our faculty in the art department strives to make our courses equivalent to those offered at senior institutions.	4.71	1.054
Q21 Our art department does follow-up on former students.	3.71	.920
Q22 Most of our students transfer to four-year institutions after leaving the art program.	3.94	.966
Q23 Our art department has a specific method of identifying those students who wish to transfer to four-year institution art programs.	3.88	1.054
Q24 Our art department has a high rate of students transferring to an art program at four-year institutions.	4.06	.966

Table 8 Continued

Q25 Our students have difficulties transferring courses to four-year institutions.	2.71	1.263
Q26 Our art department has academic advisors specific for those students who plan to transfer to four-year institutions.	3.88	1.263
Q27 Our art department has committee to address transfer matters.	3.19	1.047
Q28 As an art instructor, I am confident that four-year art instructors are willing to correct any articulation problems that may exist.	3.00	1.155
Q29 Common course codes for various courses offered in the arts will eliminate repetition of course work taken by two-year transfer students to four-year institutions.	4.19	1.047
Q30 As an art instructor, I am familiar with current literature on articulation agreements between two-year and four-year institutions.	3.50	1.211

Note. The mean ratings using a five-point scale, where 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Undecided*, 2 = *Disagree*, and 1 = *Strongly Disagree*.

Table 9

Frequency Table for Survey Item 4

Q4 I know that our institution has an art gallery.	Number	Percent
Yes	16	94.1
No	1	5.9
Total	17	100.0

Table 10

Frequency Table for Survey Item 9

Q9 I know that our institution sign the Mississippi Articulation Agreement.	Number	Percent
Yes	12	70.6
No	5	29.4
Total	17	100.0

Table 11

Frequency Table for Survey Item 16

Q16 I know how many credit hours these courses represent.	Number	Percent
Yes	16	94.1
No	1	5.9
Total	17	100.0

Table 12

Frequency Table for Survey Item 31

Q31 Is there a need for better articulation articulation agreements between two-year and four-year institutions.	Number	Percent
Yes	13	76.5
No	3	17.6
Missing	1	5.9
Total	17	100.0

Examination of Research Question One

Do community college art faculty members believe that there is a need for better articulation agreements between two-year and four-year institutions? Item 31 of the “Art Faculty Survey” was used to gather the data to answer research question 1, regarding community college art faculty members’ belief that there is a need for better articulations agreements between two and four institutions.

Reported in Table 13 are the Frequency results regarding the perceptions of art faculty members toward the need for better articulation agreements between two-year and four-year institutions. The majority (81.3%) of the respondents agreed that there is need for better articulation agreements.

Table 13

Frequency Table Regarding the Perceptions of Art Faculty Members toward a
Need for Better Articulation Agreements

Need for Better Articulation Agreements	Number	Percent
Yes	13	81.3
No	3	18.8
Missing	1	5.9
Total	17	100.0

Examination of Research Question Two

Do community college art faculty members believe that transfer is the primary mission of the community college? Item 3 of the “Art Faculty Survey” was used to gather the data to answer research question 2; regarding community college art faculty members’ knowledge of their community college mission.

Reported in Table 14 are the Frequency Results regarding the perception of community college art faculty members toward transfer as the primary mission of the community college? The majority (82.4%) of the respondents strongly agreed, which indicated the most favorable perception and attitude toward transfer as the primary mission of the community college. The mean score for research question two (See Appendix 8), which also relates to survey item 3, was 4.65 on the five-point Likert scale,

which represents the strongest level of agreement “for transfer as the primary mission of the community college.”

Table 14

Frequency Table Regarding the Perception of Art Faculty Members toward Transfer as the Primary Mission of the Community College

Transfer as the Primary Mission	Number	Percent
Disagree	1	5.9
Undecided	1	5.9
Agree	1	5.9
Strongly Agree	14	82.4
Total	17	100

Examination of Research Question Three

Does gender influence the perception and attitudes of community college art faculty members regarding articulation and transfer? The results from the differences was derived by correlating the total scores from part II of the “Art Faculty Survey” (demographic and background information) of the survey instrument item 1, *Gender*.

No significant difference was found between the perceptions of art faculty members regarding articulation and transfer in the art programs by gender. Community college art faculty members’ perceptions and attitudes toward articulation and transfer in the art programs was determined by the application of an Independent t-test: $t(15) = 2.114$, $p = .052$ at the .05 level.

Although no significant influence was found by the gender, the respondents agreed or strongly agreed to the following questions:

- Question 1, which stated, “The art program is identified in my institution’s organizational structure as the Division of Fine Arts”.
- Question 2, which stated, “My institution offers an Associate Degree in Arts”.
- Question 3, which stated, “The primary mission of my institution’s art program is to prepare students to transfer to a four-year university”.
- Question 5, which stated, “The art facilities at my institution are in good condition”.
- Question 6, which stated, “I understand how students are recruited into the art program”.
- Question 7, which stated, “I understand our program has a written agreement with four-year institution”.
- Question 8, which stated, “I know which four-year institutions we share a written agreement with”.
- Question 10, which stated, “Our institution recognizes course credit from the Mississippi Articulation Agreement”.
- Question 14, which stated, “As an art instructor, I understand which courses can transfer to four-year institutions according to the school’s catalog”.
- Question 19, which stated, “Our art department encourages students to prepare individual portfolios to transfer to four-year institutions”.
- Question 20, which stated, “Our faculty in the art department strives to make our courses equivalent to those offered at senior institutions”.
- Question 21, which stated, “Our art department does follow-up on former students”.

- Question 22, which stated, “Most of our students transfer to four-year institutions after leaving the art program”.
- Question 23, which stated, “Our art department has a specific method of identifying those students who wish to transfer to four-year institutions art program”.
- Question 24, which stated, “Our art department has a high rate of students transferring to an art program at four-year institutions”.
- Question 26, which stated, “Our art department has academic advisors specific for those students who plan to transfer to four-year institutions”.
- Question 27, which stated, “Our art department has a committee to address transfer matters”.
- Question 29, which stated, “Common course codes for various courses offered in the arts will eliminate repetition of course work taken by two-year transfer students to four-year institutions”.
- Question 30, which stated, “As an art instructor, I am familiar with current literature on articulation agreements between two-year and four-year institutions”.

The respondents disagreed or strongly disagreed to the following questions:

- Question 11, which stated, “We have a good relationship between our program and the four-year institutions art department in which most of our students transfer”.
- Question 12, which stated, “Several opportunities have presented itself for me to meet and/or discuss mutual interest and concerns in transfer policy and practice with four-year institutions art department within the last year”.

- Question 13, which stated, “A state meeting is held for the purpose to discuss transfer policy and practice with four-year institutions art departments”.
- Question 17, which stated, “Our department has compared with senior institution art instructors”.
- Question 18, which stated, “Transfer courses have been added to our art program within five years”.
- Question 25, which stated, “Our art students have difficulties transferring courses to four-year institutions”.
- Question 28, which stated, “As an art instructor, I am confident that four-year art instructors are willing to correct any articulation problems that may exist”.

Examination of Research Question Four

Does age influence the perception and attitudes of community college art faculty member regarding articulation and transfer in art programs? The result from the differences was derived by correlating the total scores from Part II (demographic and background information) of the survey instrument item 6, *Age Range*.

Output from the correlation procedure showing Spearman Rank Correlation Coefficient regarding art faculty members’ perceptions and attitudes toward articulation and transfer in the art programs by age, revealed a Spearman Rank of $-.149$ from the instrument as a whole, and $p > .567$. Therefore, indicating no statistically significant difference existed between community college art faculty members towards articulation and transfer in the art programs by age.

Examination of Research Question Five

Do years of experience influence perceptions and attitudes of community college art faculty members regarding articulation and transfer in art programs? The result from the differences was derived by correlating the total scores from Part II (demographic and background information) of the survey instrument item 6.

Output from the Correlation Procedure Showing Spearman Rank Correlation Coefficient regarding the difference between community college art faculty members' perceptions and attitudes toward articulation and transfer in the art programs and their years of experiences as a community college art faculty, revealed a Spearman Rank of -.111 from the instrument as a whole and $p > .671$. Therefore, indicating no statistically difference existed between community college art faculty members' perceptions and attitudes toward articulation and transfer in the art programs and the number of years as a community college art faculty member.

Summary of Results

This chapter has presented the statistical results obtained from this study. Descriptive statistics, correlation coefficients, and Independent t-test were the statistical test utilized to analyze the data and answer research questions in this study.

The results from this study indicated that the majority of community college art faculty members believe that there is a need for better articulation agreements between two-year and four-year institutions. The results also suggested that community college art faculty members strongly agreed that transfer was the primary mission of the community college. However, the results of the study indicated that there was no statistically

significant difference among the variable, Community College Art Faculty Members' perceptions and attitudes toward articulation and transfer in the art programs and the variables gender, age, and years of experience as an art faculty member.

An Independent t-test was used to determine if there were significant differences among the art faculty members in their perceptions of articulation and transfer in the art programs by gender. For research question 1, the majority of respondents agreed that there was a need for better articulation agreements. Research question 2 indicated that there was no significant difference among the art faculty members in regards to transfer as the primary mission of the community college. Research question 3 indicated there was no significant difference among the art faculty members in regards to articulation and transfer in art programs by gender.

For research question 4, there was found to be no significant difference among the art faculty members in regards to articulation and transfer in art programs by age. Research question 5, indicated that there was no significant difference among art faculty members in regards to articulation and transfer in art programs by years of experience.

Finally, participants were given an option on question 31 (See Appendix I)) to provide their opinion on why there is need for better articulation agreements between two-year and four-year institutions. One respondent indicated:

It is my understanding that if a student's work from a class taken at a junior college is deemed inadequate, that the four-year instructor can require the student to take the course over. Not only does student lose the credit, it also undermines the teaching of the junior college instructor. There needs to be concrete documents outlining what four-year institutions expect. (p.5)

Another respondent stated the following to question 31 (See Appendix I):

Not enough communication between schools. Another respondent also indicated Most of the undergraduates in areas are attending community colleges. The more efficient the system is the better. The four-year college/universities have a bewilderingly confusing system of course numbering and descriptions. We all need to be on the same page. Consistent course numbering and content can only help. (p. 5)

CHAPTER V

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Summary

This chapter presents summary, findings, conclusion and recommendations based on the analyses of data which are described in Chapter 4. The purpose of this study was to determine the perceptions of community college art faculty toward articulation and transfer in the community college art programs. A survey design was utilized in this study to collect and analyze the data. The study included 17 community college art faculty members. An online survey entitled “Art Faculty Survey” was used to gather data.

The instrument in this study was validated by a group of four-year art faculty instructors. The instrument had a Cronbach alpha coefficient of .81 for the test as a whole. According to Fraenkel & Wallen (2006) to test on the internal consistency of an instrument is to calculate an alpha coefficient, named after its developer.

A survey research design was utilized in this study. The data were tested through the application of Frequency and Percentage, Independent t –test, and the Spearman Rank Correlation. The following research questions were tested at the .05 significance level:

1. Do community college art faculty members believe that there is a need for better articulation agreements between two-year and four-year institutions?

2. Do community college art faculty members believe that transfer is the primary mission of the community college?
3. Does gender influence the perception and attitudes of community college art faculty members regarding articulation and transfer in art programs?
4. Does age influence the perception and attitudes of community college art faculty members regarding articulation and transfer in art programs?
5. Do years of experience influence the perception and attitudes of community college art faculty members regarding articulation and transfer in art programs?

Frequency and Percentage were utilized to answer research questions 1 and 2, which were asked in order to examine the difference among the variable Mississippi Community College Art Faculty Members' perceptions and attitudes toward articulation and transfer in the art programs and the variables a need for better articulation agreements between two-year and four-year institutions, and transfer as the primary mission of the community. Participants in this study completed a two-part Likert-type scale survey instrument. Part I, "Art Faculty Survey" was designed to collect data that examined community college art faculty members' perceptions and attitudes toward articulation and transfer in the art programs.

An independent t-test was utilized to analyze research question 3, which examined the difference among the variable Mississippi Community College Art Faculty Members' perceptions and attitudes toward articulation and transfer in the art programs and the variable gender. The information collected to analyze research question 3 was collected from part II of the instrument which was designed to collect demographic data.

Spearman Rank Correlations were obtained from the data collected to answer research questions 4 and 5, which were asked in order to examine the difference among the variable Mississippi Community College Art Faculty Members' perceptions and attitudes toward articulation and transfer in the art programs, and the variables age and years of experience. A Likert –type scale was utilized to measure the overall perception and attitudes of the respondents surveyed.

Findings

Based on the results of this study, the following findings were observed:

1. The perceptions of community college art faculty members regarding the need for better articulation agreements between two-year and four-year institutions produced frequency results of 76% that indicated the majority of community college art faculty members agreed that there is a need for better articulation agreements.
2. Community college art faculty members strongly agreed (14 or 82%) that transfer was the primary mission of the community college.
3. The perceptions on community college art faculty members regarding articulation and transfer in art programs were not significantly affected by their gender. However, male community college art faculty members had a slightly higher mean (4.65) perception score than their female counterparts regarding articulation and transfer in the art programs.

4. The age of community college art faculty members did not produce a significant influence on their perceptions regarding articulation and transfer in art programs.
5. The years of experience of community college art faculty members did not produce a significant difference on their perceptions regarding articulation and transfer in the art programs.

Conclusion

The following conclusions were drawn from the research questions and the findings of this study.

Research Question One

Do community college art faculty members believe that there is a need for better articulation agreements between two-year and four-year institution?

Question 31 on “Art Faculty Survey” addressed this research question. The population consisted of 17 participants, 13 (76%) answered yes and 3 (65) answered no to a need for better articulation agreement. It is probable that there will continue to be a need for better articulation agreements between two-year and four-year colleges. According to Rifkin (2000), collaboration is the key to enhance articulation and transfer. Researchers who have investigated effective articulation and transfer practices emphasized the importance of faculty support, and involvement in, the creation of articulation agreements.

Research Question Two

Do community college art faculty members believe that transfer is the primary mission of the community college?

The majority (82%) of community college art faculty members strongly agreed that transfer is the primary mission of the community college. It can be concluded that transfer, will continue to be the main focus of the community college mission. In 1971 Jansen (as cited in Cohen, et al., 1987) reviewed the visual arts programs at 102 community colleges, discovered that the main emphasis of several arts courses is academic transfer.

Research Question Three

Does gender influence the perception and attitudes of community college art faculty members regarding articulation and transfer in art programs'?

The population consisted of 9 males and 8 female community college art faculty members. The findings of this study revealed that gender had no significant difference on the participants' perception and attitudes regarding articulation and transfer in the art programs. It can be concluded both male and female both equally have similar perceptions regarding articulation and transfer in the art programs.

Research Question Four

Does age influence the perception and attitudes of community college art faculty members regarding articulation and transfer in art programs?

Art faculty members ages 31-65 were surveyed in this study. The findings of this study revealed that age had no significant difference on community college art faculty

members' perception and attitudes regarding articulation and transfer in the art programs. It can be concluded that differences in the ages of the community college art faculty members had similar perceptions' in regards to articulation and transfer in the arts programs.

Research Question Five

Do years of experience influence the perception and attitudes of community college art faculty members regarding articulation and transfer in the art programs?

Community college art faculty number of years employed 1 to 20 were surveyed in this study. The findings of this study revealed that the number of years of experience had no significant difference on community college art faculty members' perceptions and attitudes regarding articulation and transfer in the art programs. It can be concluded that art faculty members various years of experience had similar perceptions in regards to articulation and transfer in the arts program.

Recommendations

The following are suggestions for recommendations on policies and practices and further research based on the findings of this study:

Policies and Practices:

1. Based on written comments from respondents in this study, regarding the need for better articulation agreements between two-year and four year institutions, a common course code numbering system for the arts should be acknowledged by all eight major universities in the state of Mississippi. There should be an annually mandatory state-wide meeting between two-

year and four-year institutions art department heads/chair or art faculty members to compare syllabi.

Future Research:

1. The participation rate of respondents was relatively low, therefore it is recommended that this study be replicated using a larger population. In this study, the researcher should also survey art students who have transferred from two-year colleges into the four-year colleges' art programs, to gauge their perceptions and attitudes towards articulation and transfer in the art programs.
2. The overall mean of Part I of the "Art Faculty Survey", revealed unsure perceptions and attitudes toward collaboration of four-year art instructors to correct any articulation issues that may exist. Based on these results, the survey should be modified and administered to four-year art instructors to determine their perceptions and attitudes toward collaboration with two-year art instructors to correct any articulations issues that may exist.

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APPENDIX A
IRB APPROVAL LETTER



Mississippi State UNIVERSITY

July 25, 2008

Deitra Davis
609 Graymont Ave.
Hattiesburg, MS 39401

RE: IRB Study #08-043: A survey of current status of articulation and transfer issues in Mississippi's community college art programs

Dear Ms. Davis:

This is to confirm that the above referenced project was reviewed and approved via administrative review on 3/11/2008 in accordance with 45 CFR 46.101(b)(2). A request to change the project title was approved on 3/26/08.

Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period, to observe you and the additional researchers on this project.

Please note that the MSU IRB is in the process of seeking accreditation for our human subjects protection program. As a result of these efforts, you will likely notice many changes in the IRB's policies and procedures in the coming months. These changes will be posted online at <http://www.oreg.msstate.edu/human/aahrpp.php>.

Please refer to your IRB number (#08-043) when contacting our office regarding this application.

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact Christine Williams at cwilliams@research.msstate.edu or call 662-325-5220.

Sincerely,

Christine Williams
IRB Compliance Administrator

cc: Dr. James Davis

Office for Regulatory Compliance

P.O. Box 6223 • 84 Morgan Street • Mailstop 9563 • Mississippi State, MS 39762 • (662) 325-3294 • FAX (662) 325-8776

APPENDIX B

LIST OF PUBLIC COMMUNITY COLLEGES IN MISSISSIPPI

PUBLIC COMMUNITY COLLEGES IN MISSISSIPPI

1. NORTHWEST COMMUNITY COLLGE
2. NORTHEAST COMMUNITY COLLEGE
3. COAHOMA COMMUNITY COLLEGE
4. ITAWAMBA COMMUNITY COLLEGE
5. MISSISSIPPI DELTA COMMUNITY COLLEGE
6. HOLMES COMMUNITY COLLEGE
7. HINDS COMMUNITY COLLEGE
8. EAST MISSISSIPPI COMMUNITY COLLEGE
9. COPIAH- LINCOLN COMMUNITY COLLEGE
10. SOUTHWEST COMMUNITY COLLEGE
11. PEARL RIVER COMMUNITY COLLEGE
12. MISSISSIPPI GULF COAST COMMUNITY COLLEGE
13. JONES COUNTY JUNIOR COLLEGE
14. EAST CENTRAL COMMUNITY COLLEGE
15. MERIDIAN COMMUNITY COLLEGE

APPENDIX C
LETTER TO THE PRESIDENTS

February 2008

Dear:

My name is Deitra Davis, an art teacher for Hattiesburg High School in Hattiesburg, MS., as well as a candidate for the Doctorate in Community College Leadership at Mississippi State University.

I am currently involved in dissertation research that involves all 15 community colleges in Mississippi.

Because of your position as President in one of Mississippi's community colleges, I am requesting permission for your art faculty members to participate in a brief survey questionnaire that deals with articulation and transfer problems in Mississippi Community College art programs. Your art faculty members' responses could be helpful in meeting the challenges with student transfer issues in the arts at the community college level.

The information that will be collected will not have any information on it that will identify them. Your participation is voluntary.

Your participation in this study will be high appreciated.

Please mail your response to: Deitra Davis
609 Graymont Ave.
Hattiesburg, MS 39401

Or via email: ddeitra@hotmail.com.

If you have questions concerning this research please feel free to contact me at phone number (601) 434-1125 or via email: ddeitra@hotmail.com, also you may contact my Committee Advisor, Dr. Ed Davis at (662) 325-2281.

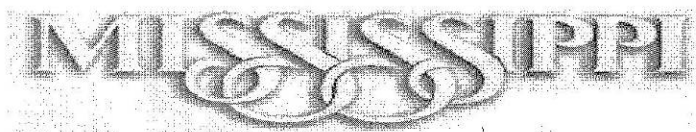
Thank you.

Sincerely,

Deitra R. Davis
MSU, Doctoral Candidate

APPENDIX D

PERMISSION LETTER FROM THE PRESIDENTS



Association of Community and Junior Colleges

Chair –

Dr. David Cole, President
Itawamba Community College

Dr. Vivian Presley, President
Coahoma Community College

Dr. Phil Sutphin, President
East Central Community College

Dr. Rick Young, President
East MS Community College

Dr. Clyde Muse, President
Hinds Community College

Dr. Glenn Boyce, President
Holmes Community College

Vice Chair -

Dr. Howell Garner, President
Co-Lin Community College

Secretary -

Dr. Scott Elliott, President
Meridian Community College

Dr. Jesse Smith, President
Jones County Junior College

Dr. Larry Bailey, President
MS Delta Community College

Dr. Willis Lott, President
MS Gulf Coast Community College

Dr. Johnny Allen, President
Northeast MS Community College

Dr. Gary Sparks, President
Northwest MS Community College

Dr. William Lewis, President
Pearl River Community College

Dr. Oliver Young, President
Southwest MS Community College

Executive Secretary:

Mr. Jim Southward
3825 Ridgewood Road
Jackson, MS 39211
(601) 432-6340

February 26, 2008

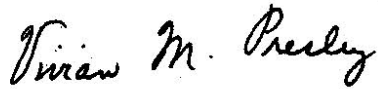
Ms. Deitra Davis
609 Graymont Avenue
Hattiesburg, MS 39401

Dear Ms. Davis;

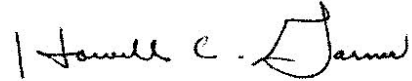
This correspondence is to advise that the Mississippi Association of Community and Junior Colleges, at their February 26, 2008 meeting, voted to approve your Dissertation request to conduct a survey questionnaire that deals with articulation and transfer problems in Mississippi Community College art programs.

Sincerely,

David C. Cole,
Chairman, MACJC



Vivian Presley, President
Coahoma Community College



Howell C. Garner, President
Copiah-Lincoln Community College



Phil Sutphin, President
East Central Community College



Rick Young, President
East MS Community College



Clyde Muse, President
Hinds Community College



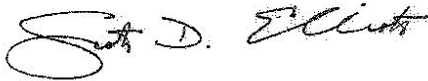
Glenn Boyce, President
Holmes Community College



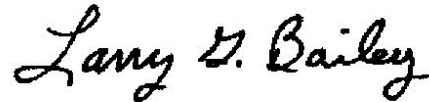
David C. Cole, President
Itawamba Community College



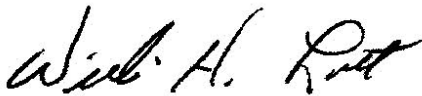
Jesse Smith, President
Jones County Junior College



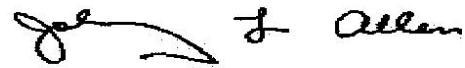
Scott D. Elliott, President
Meridian Community College



Larry Bailey, President
MS Delta Community College



Willis Lott, President
MS Gulf Coast Community College



Johnny L. Allen, President
Northeast MS Community College



Gary Lee Spears, President
Northwest MS Community College



William A. Lewis, President
Pearl River Community College



Oliver Young, President

APPENDIX E
LETTER TO UTILIZE INSTRUMENT

LETTER TO MIKA CHO, Ed. D.

January 2008

California State University, Los Angeles
Department of Art
5151 State University Drive, FA326
Los Angeles, CA 90032

Dear: Mika Cho, Ed.D.

I am an art teacher for Hattiesburg High School in Hattiesburg, Mississippi, as well as a candidate for the Doctorate in Community College Leadership at Mississippi State University.

I am currently involved in dissertation research that involves all 15 community colleges in Mississippi.

Because of your research in articulation and transfer in the arts, I am requesting permission to use your survey questionnaire in my study entitled: A SURVEY OF CURRENT STATUS OF ARTICULATION AND TRANSFER PROBLEMS IN MISSISSIPPI COMMUNITY COLLEGE ART PROGRAMS. I would like to modify the questionnaire as it relates to the state of Mississippi art programs.

I sincerely hope you will agree to my request. Your assistance in this project would be highly appreciated.

If you have questions concerning this research please feel free to contact me at the phone number listed on the letterhead above extension # 5124, (601) 434-1125, or via email: ddeitra@hotmail.com, also you may contact my Committee Advisor, Dr. Ed Davis at (662) 325-2281.

Thank you.

Sincerely,

Deitra R. Davis
MSU, Doctoral Candidate

APPENDIX F

PERMISSION TO USE INSTRUMENT

RE: Friendly Reminder/ Instrument

From: **Cho, Mika** (mcho@exchange.calstatela.edu)



You may not know this sender. [Mark as safe](#) | [Mark as unsafe](#)

Sent: Thu 3/06/08 8:14 PM

To: Deitra DAvis (ddeitra@hotmail.com)

Dear Deitra,

I am very sorry to make you remind me the confirmation on using the survey from my dissertation. I am confirming you that you have my permission to use the survey.
Good luck for your dissertation.

all the best,

Dr. Mika Cho

Professor of Art

California State University, Los Angeles

mcho@calstatela.edu

-----Original Message-----

From: Deitra DAvis [<mailto:ddeitra@hotmail.com>]

Sent: Sun 2/10/2008 3:38 PM

To: mika cho

Subject: Friendly Reminder/ Instrument

Hi, Dr. Cho. This is Deitra Davis, from Mississippi, just sending you a reminder to mail me a letter acknowledging that I have permission to use and modify your instrument in my study.

We spoke via telephone about two weeks ago about getting permission to use your instrument in my study.

Thanks,

Deitra Davis

Address : 609 Graymont Avenue
Hattiesburg, MS 39401

Telephone: Home (601) 544-5072 : Cell (601) 434-1125

APPENDIX G

EMAIL TO ART FACULTY

To:[Email]

From: ddeitra@hotmail.com

Subject: Deitra Davis (Dissertation Research Survey)

Body: I am an art teacher for Hattiesburg High School in Hattiesburg, MS., as well as a doctoral candidate at Mississippi State University, majoring in Community College Leadership. I am trying to identify participants for my dissertation research. As an art faculty instructor in the community and junior college arena, I am inviting you to participate in this survey that deals with articulation and transfer issues at Mississippi Community and Junior Colleges Art Programs. Your responses will be helpful in meeting the challenges with student transfer issues in the arts at the community and junior college level.

The survey will take approximately 10 to 15 minutes to complete. Your candid and honest response to the on line questionnaire is appreciated. Your names are converted to code numbers and the information that we collect will not identify you. Your participation is voluntary. There are no anticipated risks involved in this study, and participants may skip any questions they do not wish to answer. By completing the on line questionnaire, indicates your consent to participate in this study. Your responses will be kept confidential.

If you have questions, please feel free to contact me at (601)434-1125 or via email: ddeitra@hotmail.com and my advisor, Dr. Ed Davis at (662) 325-2281. Also you may contact the Institutional Review Board at (662) 325-3294.

Here is a link to the survey:

<http://www.surveymonkey.com/s.aspx>

This link is uniquely tied to this survey and your email address, please do not forward this message.

Thanks for your participation!
Deidra R. Davis
Doctoral Candidate
[Email]

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
<http://www.surveymonkey.com/optout.aspx>

APPENDIX H

FOLLOW-UP EMAIL LETTER TO THE ART FACULTY

To: [Email]
From: ddeitra@hotmail.com

Subject: Follow Up Letter!

Body: Dear: Art Instructor/Faculty

You recently received a survey questionnaire concerning articulation and transfer issues in Mississippi Community College art programs. I have not received your completed comply.

Your cooperation in getting the highest return rate as possible is greatly needed. Your views on what is needed to meet the challenges that will face the arts at the community level are valued.

If you have any questions feel free to contact me at (601) 434-1125 or via email; ddeitra@hotmail.com. If you have already sent your response, I thank you.

Sincerely,

Deitra Rena Davis
MSU, Doctoral Candidate
Your response would be appreciated.

Here is a link to the survey:
<http://www.surveymonkey.com/s.aspx>

This link is uniquely tied to this survey and your email address, please do not forward this message.

Thanks for your participation!

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
<http://www.surveymonkey.com/optout.aspx>

APPENDIX I
SURVEY INSTRUMENT

Directions:

This survey is an attempt to address the status of the articulation/transfer issues as it relates to the art programs at Mississippi's community and junior colleges.

Please respond to these statements by marking your correct choice. Please use the following scale: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree. There are also yes or no responses.

1. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The art program is identified in my institution's organizational structure as the division of Fine Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
My institution offers an Associate Degree in Art.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The primary mission of my institution's art program is to prepare students for transfer to a four-year university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. I know that our institution has an art gallery.

☐ Yes
☐ NO

5. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The art facilities at my institution are in good condition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I understand how students are recruited into the art program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I understand our program has a written agreement with four year institutions on which foundation credits are accepted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I know which four year institutions we share a written agreement with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. I know that our institution signed the Mississippi Articulation Agreement.

- ☐ Yes
☐ No

10. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Our institution recognizes course credit from the Mississippi Articulation Agreement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please rate the following statment.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
We have a good relationship between our program and the four-year institutions art departments in which most of our student transfer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Several opportunities have presented itself for me to meet and/or discuss mutual interest and concerns in transfer policy and practice with four-year institutions art department within the last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A state meeting is held for the purpose to discuss transfer policy and practice with four-year institutions art departments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
As an art instructor, I understand which courses can transfer to a four-year institution according to the school's catalog.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Art courses are taught as part of the general studies program at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. I know how many credit hours these courses represent.

☐ Yes

☐ No

17. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Our department has compared syllabi with senior institution art instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Transfer courses have been added to our art program within five years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Our art department encourages students to prepare individual portfolios to transfer to four-year institutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Our faculty in the art department strive to make our courses equivalent to those offered at senior institutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Our art department does follow-up on former students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Most of our students transfer to four-year institutions after leaving the art program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Please rate the following statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Our art department has a specific method of identifying those students who wish transfer to four-year institution art programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Please rate the following statement.

Our art department has a high rate of students transferring to an art program at four-year institutions.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Please rate the following statement.

Our art students have difficulties transferring courses to four-year institutions.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Please rate the following statement.

Our art department has academic advisors specific for those students who plan to transfer to four-year institutions.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Please rate the following statement.

Our art department has a committee to address transfer matters.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Please rate the following statement.

As an art instructor, I am confident that four-year art instructors are willing to correct any articulation issues that may exist.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Please rate the following statement.

Common course codes for various courses offered in the arts will eliminate repetition of course work taken by two-year transfers to four-year institutions.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Please rate the following statement.

As an art instructor, I am familiar with current literature on articulation agreements between two-year and four-year institutions.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Is there a need for better articulation agreements between two-year and four year institutions?

☐ Yes

☐ No

Why?

Demographic:

32. Gender:

- ☐ Male
- ☐ Female

33. Race/Ethnicity:

- ☐ Caucasian/White
- ☐ African American/Black
- ☐ Native American
- ☐ Asian American/Asian
- ☐ Hispanic/Latino
- ☐ Other

34. Current position:

- ☐ Administrator
- ☐ Faculty/Instructor
- ☐ Staff
- ☐ Other

35. How many years have you been employed at the community/junior college?

- ☐ 1 to 5 years
- ☐ 6 to 10 years
- ☐ 11 to 15 years
- ☐ 16- 20 years
- ☐ Over 20 years

36. Highest Degree Earned:

- ☐ Bachelor's
- ☐ Masters
- ☐ Specialist
- ☐ Ed.D
- ☐ Ph.D.
- ☐ Other

37. Age Range:

- ☐ 20-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 51-55
- ☐ 56-60
- ☐ 61-65

Please do not forget to click done after completing the survey. Thank you for participating!!

APPENDIX J

VITA

VITA

1977	Born- Liberty, Mississippi
1996	Diploma, Amite County High Liberty, Mississippi
2001	B.S., University of Southern Mississippi Hattiesburg, Mississippi
2003	M.A.E., University of Southern Mississippi Hattiesburg, Mississippi
2005-2006	Art Teacher Hattiesburg High School Hattiesburg, Mississippi
2006	Art Teacher Nora - Davis Magnet School Laurel, Mississippi
2007-Present	Art Teacher Hattiesburg High School Hattiesburg, MS
2008	Adjunct Art Instructor Copiah – Lincoln Community Center Mendenhall, Mississippi
Major Field	Community College Leadership